

Grade 2



Practice Book B



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Name _____

A. Find at least five words in the puzzle that have the sound of short *a* or *i*. Start at any letter. Move from space to space in any direction to spell a word. The first one is done for you.

C	D	K	D	Y
L	S	N	R	N
P	I	T	A	S
M	T	H	A	T

B. Use five of the words you found to write sentences on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____



Name _____

Find a word from the box to match each clue.
Write it in the puzzle.

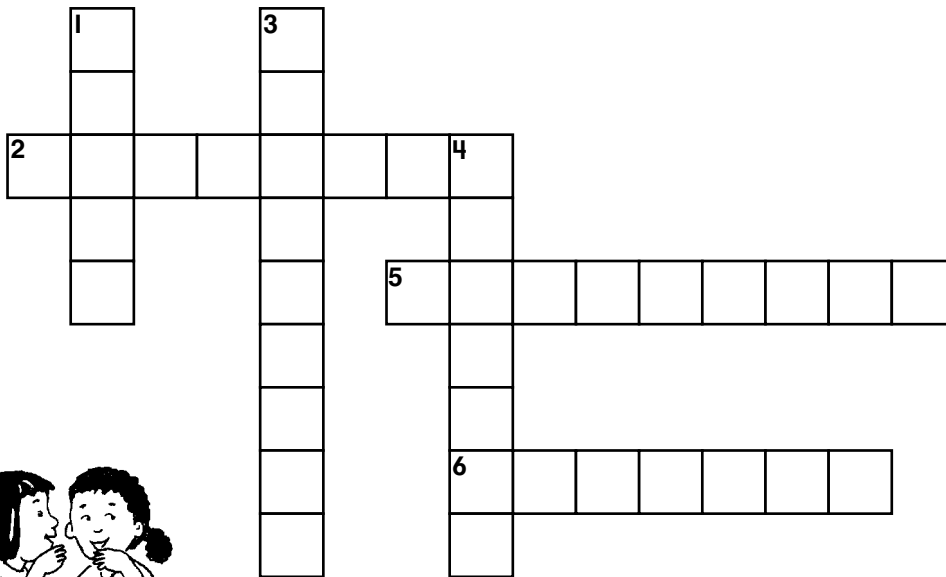
carefully different excited groan tomorrow whisper

Across

2. the day after today
5. not the same
6. made very happy about something

Down

1. to make a sad sound
3. cautiously
4. to speak in a very quiet voice



Name _____

As you read *David's New Friends*, fill in the Character and Setting Chart.

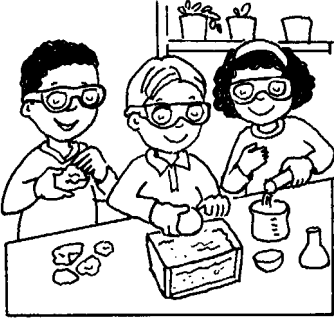
Character	Setting

How does the information you wrote in this Character and Setting Chart help you analyze story structure in *David's New Friends*?



Name _____

Write a story. Create one or two interesting characters. Choose one of the settings from the box to use in your story.



- early Monday morning at home
- recess at school
- lunchtime in the school cafeteria
- after school in the science lab



Name _____

As I read, I will pay attention to punctuation in each sentence.

8 "You're doing very well, class," said Ms. Tallant.
 18 The second graders were working on a mural. It was
 24 a picture of their town, Greenville.
 33 Each group was painting a panel. Each panel was
 45 put up on the wall as it was finished. Their town was
 49 all around their classroom!
 59 Chenoa was working hard to finish her part of the
 68 panel. She carefully painted the park, her favorite part
 80 of town. She put herself in the picture with her dog, Bly.
 88 The bell rang. Everyone except Chenoa packed up
 98 for recess.
 103 "It's recess, Chenoa," said Ms. Tallant. "You need
 103 to get some fresh air." 103

Comprehension Check

1. What activity is the class doing in this scene? **Character and Setting**
2. What can you tell about Chenoa in this scene? **Character and Setting**

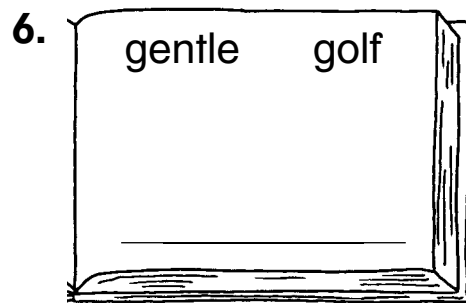
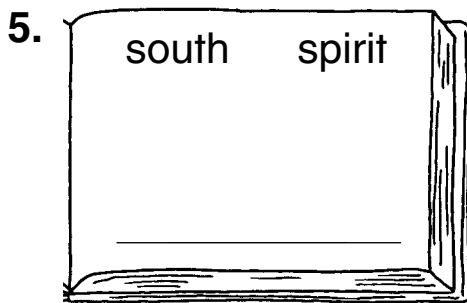
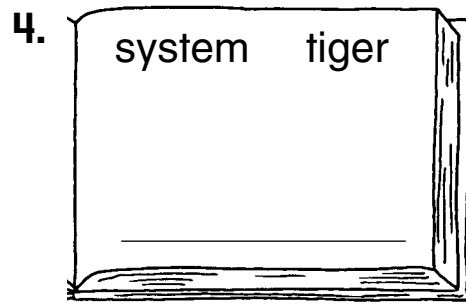
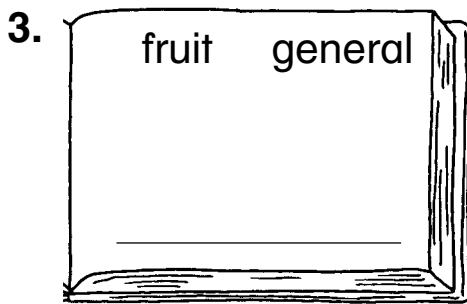
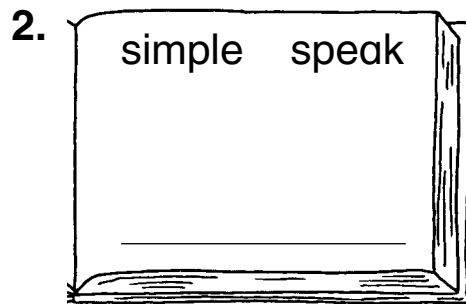
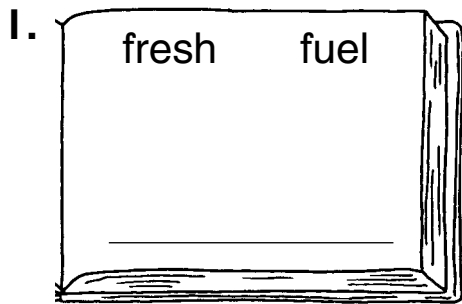
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Look at the words in the box. Look at the guide words on each page. Write the words on the correct pages of the dictionary.

friend that genuine special fun sincere



Name _____

A. Write the word for each clue.

1. opposite of *sit* _____
2. a baby sleeps in this _____
3. what you use to find your way _____
4. to excite _____

B. Circle the word that correctly shows the plural of each word in the box. Write the word on the line.

baby friend penny teacher animal supply

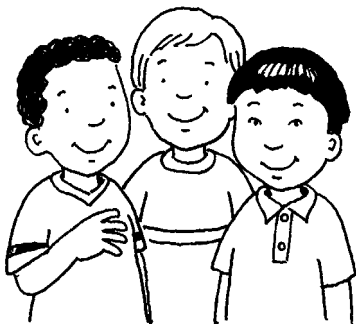
5. pennys pennies pennyes _____
6. friends friendes friendies _____
7. supplies supplyes supplys _____
8. babbies babies babys _____
9. animalies animals animal _____
10. teacheries teacher teachers _____



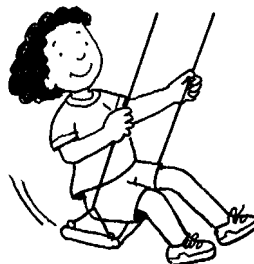
Name _____

Write a caption for each picture.

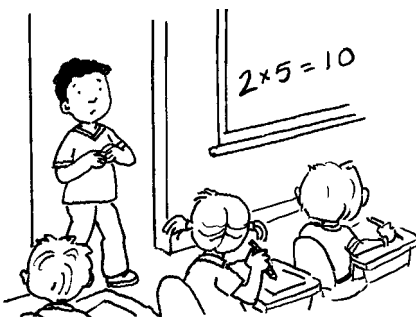
1.



2.



3.



4.

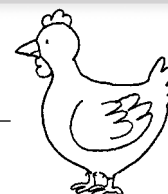




Name _____

Use a word from the box to answer each riddle.
Write it on the line. Cross it off the list.

ten sun mop log bed cub box hen



1. I shine up high in the sky. What am I? _____
2. Open me up to find a surprise inside. What am I? _____
3. I lay eggs. What am I? _____
4. Add one to nine to get me. What am I? _____
5. I am a baby bear. What am I? _____
6. Add water and use me to do a chore. What am I? _____

Find the words in the box you did not use. Write a riddle for each word.

7. _____

8. _____



Name _____

Choose a vocabulary word from the box to match each clue. Write it on the line. One word will be used more than once.

thinning

company

wonderful

share

enjoyed

delighted

1. very good _____
2. people visiting your home _____
3. becoming less thick _____
4. very pleased and happy _____
5. companionship _____
6. had fun _____
7. to use or do with others _____
8. a business _____

Name _____

As you read *Mr. Putter & Tabby Pour the Tea*,
fill in the Story Map.

Beginning



Middle



End

How does the information you wrote in this Story Map
help you analyze story structure in *Mr. Putty & Tabby
Pour the Tea*?



Name _____

Read the beginning part of the Story Map. Think about what could happen in the middle and at the end of the story. Fill in the story map with your ideas. Then use it to write your own story on the lines below.

Beginning

Problem: Shane can't find his favorite pen. He thinks his friend Mike took it.

**Middle**

How the character tries to solve the problem:

End

How the problem is solved:



Name _____

As I read, I will pay attention to punctuation and how it affects expression.

7 “The creek is really dirty,” said Marcella.
 16 Mark frowned. “Look at how the reeds are thinning,”
 28 he said. “I bet that’s because the litter is getting in the
 40 way of the plants. If this doesn’t get cleaned up, all the
 49 plants will die. The frogs won’t have a home.”
 57 “Yes,” said Marcella, “Someone should clean it up.”
 64 Mark nodded. “Maybe we should do it.”
 72 Marcella and Mark borrowed a garden rake, large
 83 plastic bags and a box of plastic gloves from their mother.
 93 Then they began to clear the litter from the creek.
 104 They were so busy that at first they didn’t notice they
 110 were being watched. Marcella looked up.
 “We have company,” she said to Mark. 117

Comprehension Check

1. What do Marcella and Mark decide to do? **Plot**

2. What will happen to the frogs and plants if the creek is littered?
Draw Conclusions

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

**Think about something you are doing with a friend today.
Draw a picture of it in the box. Then write two sentences
about it on the lines below. Use a verb that ends in *-ing* in
each sentence.**



**Think about something you did with a friend last week.
Draw a picture of it in the box. Then write two sentences
about it on the lines below. Use a verb that ends in *-ed*
in each sentence.**





Name _____

Add *-ing* to the words below. Then use the new word in a sentence.

1. run _____

2. sit _____

3. set _____

4. get _____

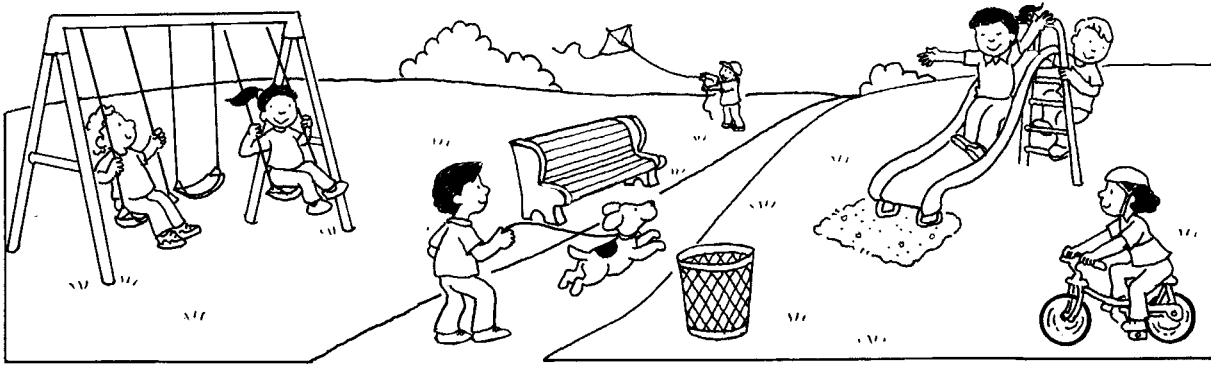
5. stop _____

6. hug _____



Name _____

You are helping write a list of rules for the new playground. Look at the playground in the picture. Think about what people should do to keep it safe and clean. Then write six playground rules. Be ready to tell why each one is important.



1. _____

2. _____

3. _____

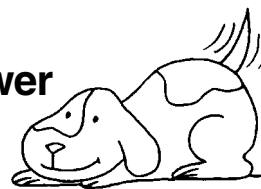
4. _____

5. _____

6. _____



Name _____

A. Choose a word from the box to answer each riddle below.

glad

lake

black

race

wag

1. I am all you see if you turn off the lights at night. I am the darkest color there is. What am I? _____
2. Dogs do this when they are happy. It is a way of moving. What is it? _____
3. If you want to swim, come on in. I am filled with water. What am I? _____
4. I am something you can win if you are quick. I am something horses, bikes, cars, and you can do. What am I? _____

B. Find the word in the box that you did not use. Write a riddle for it.



Name _____

A. Read the news article. Write words from the box to complete the sentence.

heat

forest

flames

tell

safe

Fire at Pepper Park

There was a fire yesterday in Pepper Park. It began when a cookout fire spread into some trees in the _____.

Firefighter Ken Lee said, "The hot _____ hurt trees' leaves and trunks. We are lucky that the fire got only two trees. The rest are _____."

Firefighter Ken said that three people were at a picnic near the fire. The _____ from

the fire burned their eyes. Firefighter Ken began to _____ people to leave. They got away fast, and they were all okay.

**B. Write three sentences that tell how an unplanned fire could hurt things and people in a park near your home.**

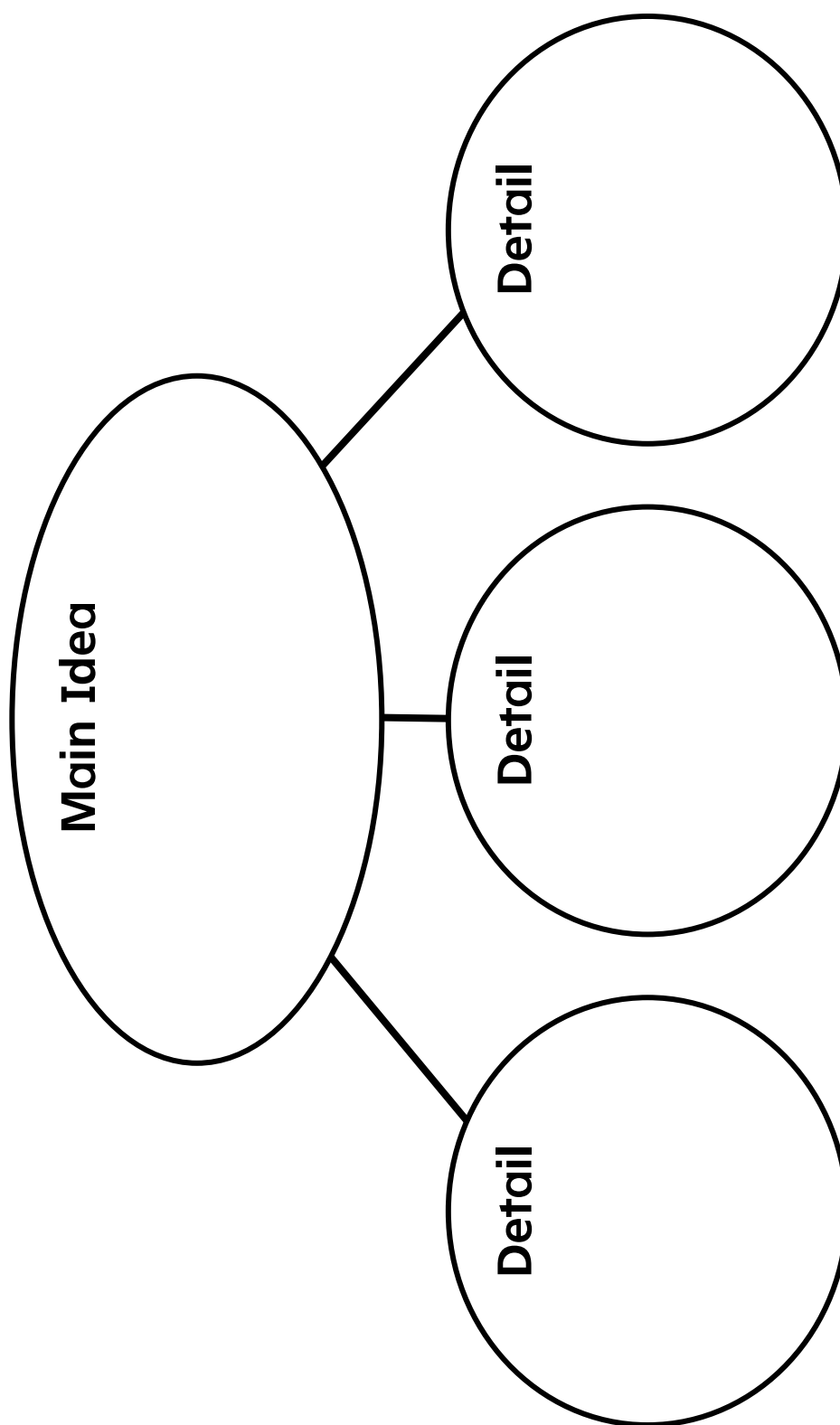
1. _____

2. _____

3. _____

Name _____

As you read *Fighting the Fire*, fill in the Main Idea and Details Web.



How does the information you wrote in this Main Idea and Details Web help you summarize *Fighting the Fire*?



Name _____

Read the paragraph. Then follow the directions below.

An escape plan can help every member of a family get out of a burning house. However, you must take extra steps if you are in a room with a closed door. First, check to see if there is smoke coming in. If you see smoke coming under the door, do not open it! Next, touch the door. If the door is hot, do not open it! If the door feels cool, open the door very slowly. If there is no smoke or heat when you open the door, go toward your escape route exit.

1. Underline the sentences in the paragraph that tell the main idea.
2. Write a good title for the paragraph.

3. Write two details that support the main idea of the story.

4. Think of another detail or step that can be added to the paragraph. Write it on the lines.



Name _____

A. Look at the letters in the boxes. Use them to create words from the *-ell* and *-ame* families. Write your words on the line.

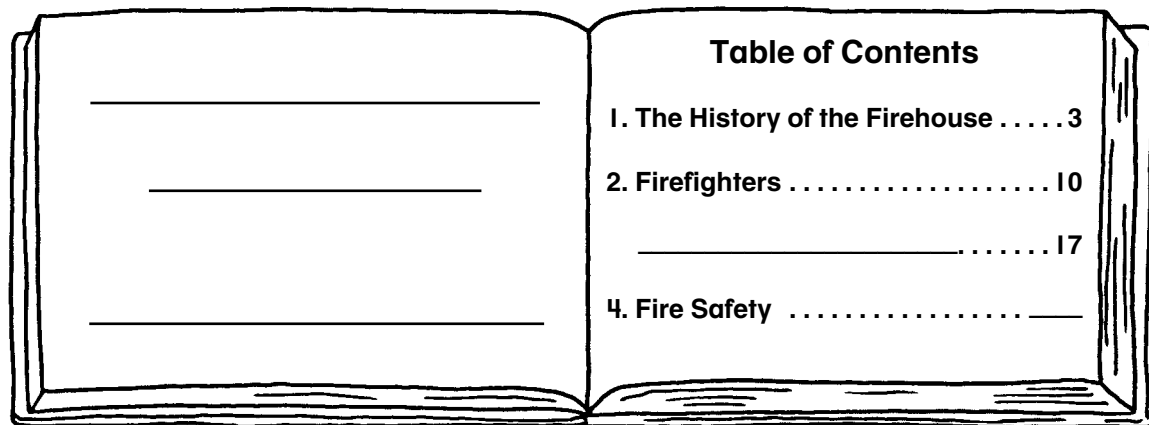
b	g	s
f	w	fl
sm	t	fr
c	sh	l
y	sp	n

B. Write a poem about fire using your new words.



Name _____

A. This book's title page and table of contents are missing some parts. Find the missing parts in the lettered items below. Write the letter of each item on the correct line to complete the title page and table of contents.



- a. 3. *Who Uses the Firehouse*
- b. *photographs by Ike Simmons*
- c. 25
- d. *by Jane Gray*
- e. *Welcome to the Firehouse*

B. Read the possible index entries below. Circle the index entries that can be found in chapter four.

- a. Firefighter's uniform 10–12
- b. Having an escape plan 26–28
- c. Firehouses in the 1800s 3, 4
- d. Driving a fire truck 15, 16
- e. Checking a door for heat 26
- f. The siren 7, 15
- g. Becoming a firefighter 16
- h. Preventing fires 25, 31–36



Name _____

As I read, I will pay attention to the punctuation and pronunciation of the vocabulary words.

11 A wildfire is a burning **forest**. Wildfires can ruin land and
 21 homes. They can hurt plants and animals. Sometimes they hurt
 21 people, too.

23 Wildfires happen all around the world. They happen in forests
 33 and grasslands. They usually happen in hot, dry, windy weather.

43 A wildfire starts like any other fire. It needs oxygen. Oxygen is
 55 a gas in the air.

60 A fire also needs fuel. Fuel is something that burns. Wildfires
 71 spread fast because trees, plants, and grasses burn quickly.

80 The most important thing a fire needs is **heat**. The heat might
 92 come from lightning. It might come from sunlight shining
 101 through glass. Or it might come from someone striking
 110 a match. 112

Comprehension Check

1. What are three things that a wildfire needs to get started? **Main Idea and Details**
2. Do wildfires harm and destroy only plants and animals ? **Main Idea and Details**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



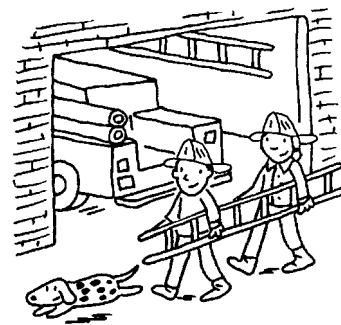
Name _____

A. Add the suffixes *-er* and *-est* to the base words to create new words. Then write the new words in the correct column below.

base word	+ <i>-er</i>	+ <i>-est</i>
loud		
tough		
fast		
strong		
tall		

B. Write a story about the picture.

Use at least three of the new words you created above and at least two words that have long *a* and short *a* sounds.





Name _____

A. Read the words in the box. Search for the words in the puzzle below. Circle each word as you find it. Then write the word in the correct column.

ride swim white skill shin time wise milk

S	S	W	I	M	L	E	R
K	R	H	N	R	I	D	E
I	W	I	S	E	E	L	N
L	E	T	I	M	E	E	K
L	N	E	S	H	I	N	I

Words with the Short *i* Sound

Words with the Long *i* Sound

B. Write a sentence about what makes you special. Use at least two words that have the short *i* or long *i* sound.



Name _____

Choose a word from the box to match each clue. Then use the word in a sentence.

language relatives signing deaf celebrate cultures

1. cannot hear _____



2. what you speak _____

3. cousins, nephews, grandparents _____

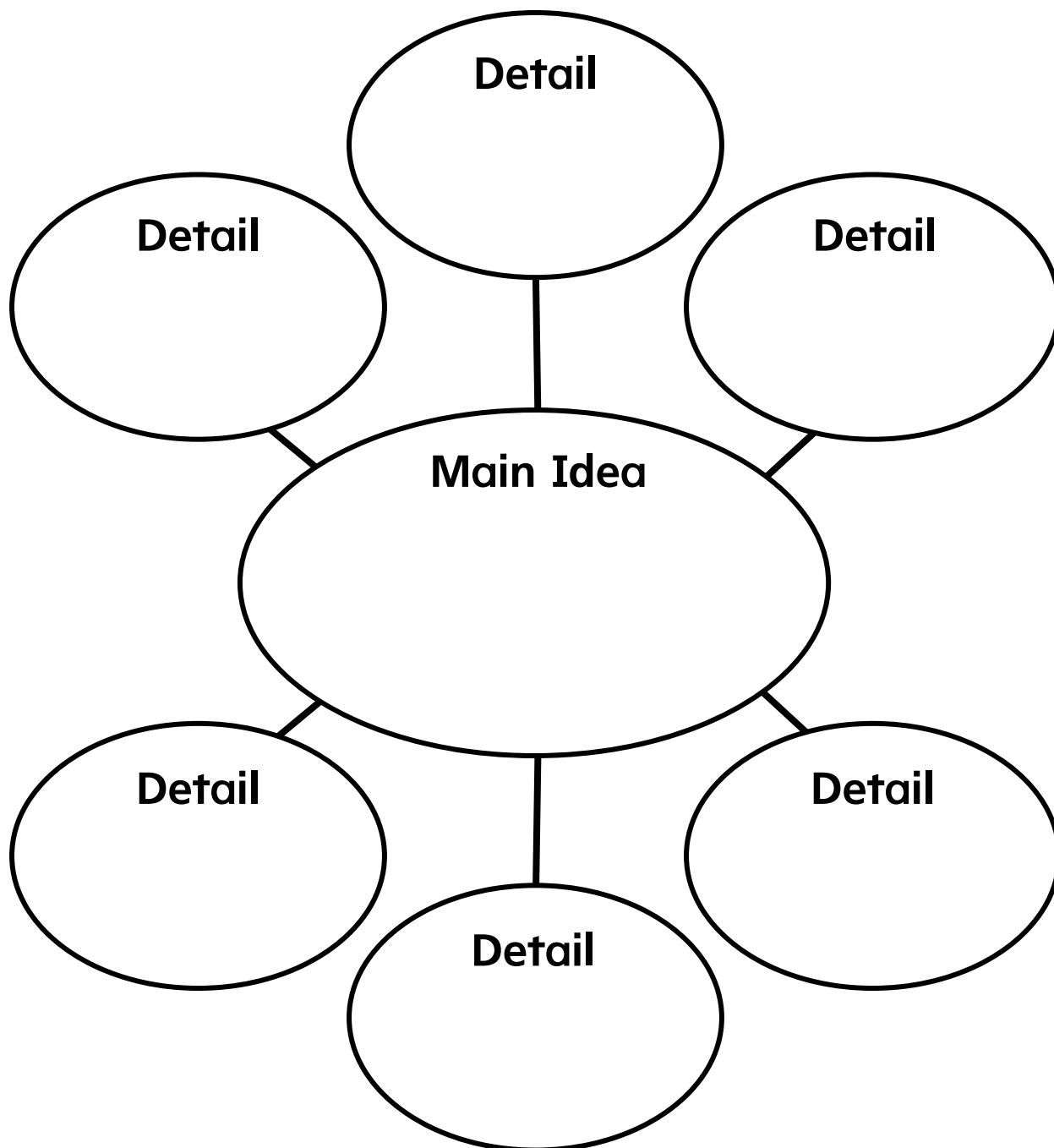
4. do this on holidays _____

5. speaking with your hands and fingers _____

6. customs and behaviors of groups of people _____

Name _____

As you read *Meet Rosina*, fill in the Main Idea and Details Web.



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How does the information you wrote in this Main Idea and Details Web help you summarize *Meet Rosina*?



At Home: Have your child use the chart to retell the story.

Name _____

Read the story. Then answer the questions.

Jen's mother told her that everyone has something special he or she can do. Both of her older brothers love to play the guitar. She thought playing the guitar could be her special thing, too. Then she had some lessons. She could not make the right sounds. She did not like the guitar at all! One day Jen was waiting for her guitar lesson. She was wearing her favorite jeans. Jen saw some drums. She picked up the sticks and started to play. Jen's guitar teacher heard her and said, "I didn't know you knew how to play the drums!"



Jen said, "I didn't either! I think I found my special talent!"

1. Write a good title for the story.

2. Write a sentence telling the main idea of the story.

3. Write a sentence from the story that is not about the main idea.

4. Write two details that support the main idea of the story.



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words.

10 People who cannot hear often “talk” to each other by
20 **signing** with their hands. But many people do not understand
21 signing.

21 Today, **deaf** people who sign can talk to people who do not
33 understand signing. Dr. Jose Hernandez-Rebollar invented
40 a special glove. A computer in the glove translates **sign**
50 **language**. People hear the words through a computer’s
58 speaker or read them on a screen.

65 Right now this special glove can only turn sign language
75 into English. In the future it will work in other **languages**, too.
87 This will help deaf and hearing people from many **cultures**
97 “talk” to each other. 101

Comprehension Check

- How can deaf people who sign talk to people who do not understand sign language? **Main Idea and Details**
- What will the rest of this piece be about? **Make and Confirm Predictions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Read the dictionary entry. Write an example sentence for each definition.

sign (sine) *noun* **1.** A symbol that means or stands for something. **2.** Something written, such as a poster, that gives information.
verb **3.** To write your name. **4.** To use American Sign Language.



1. _____

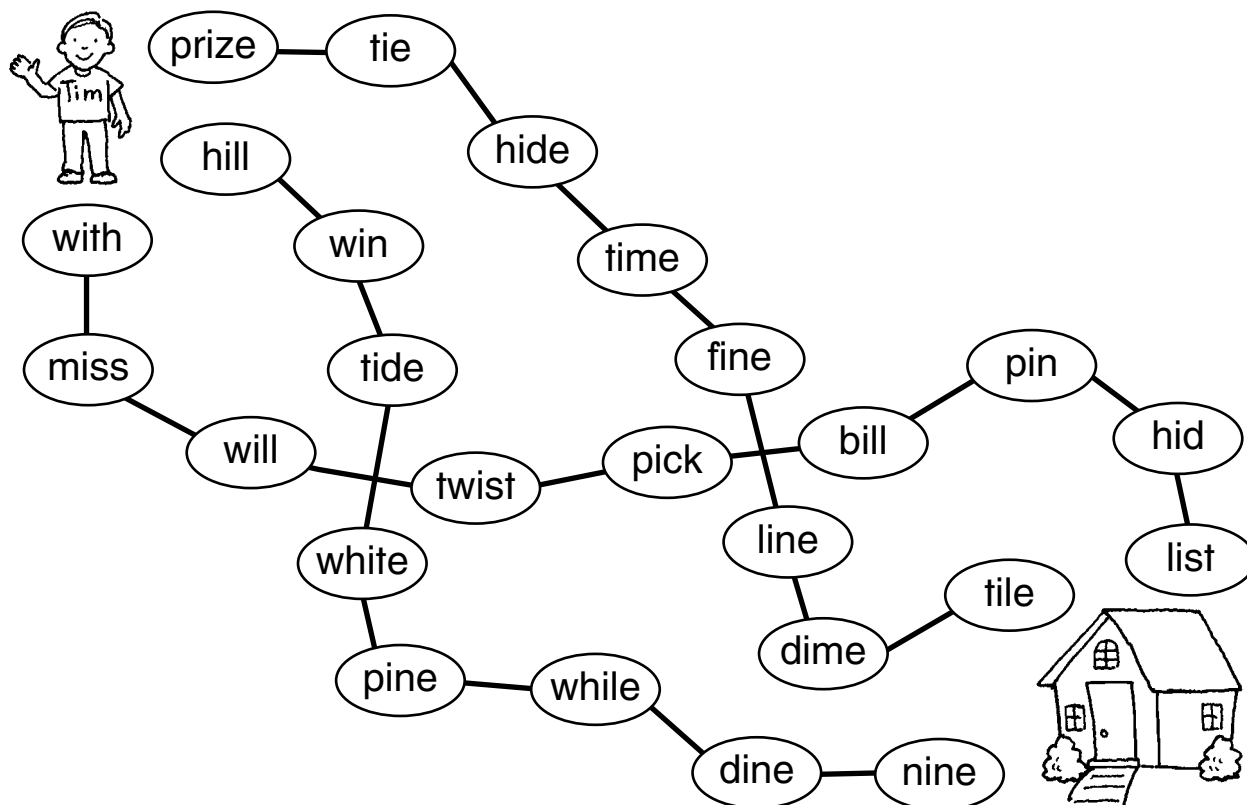
2. _____

3. _____

4. _____



Name _____

A. Tim can follow only words that have the short *i* sound.**Color Tim's path red.****B. Circle the verbs with the long *i* sound. Then add *-ing* to each word you circled and write it on a line.**

write

drip

drive

hid

chime

miss

lick

hide

trim

skip

ride

slip

mix

smile

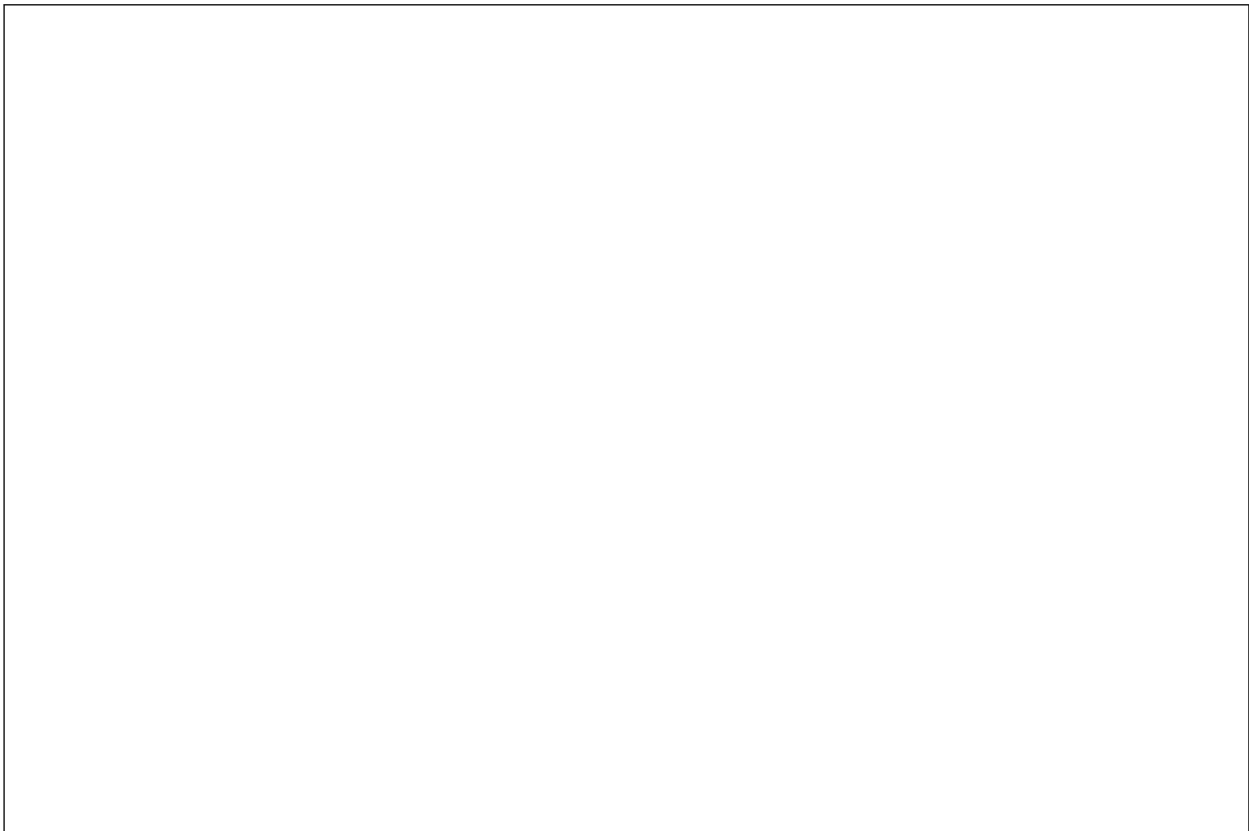
twist



Name _____

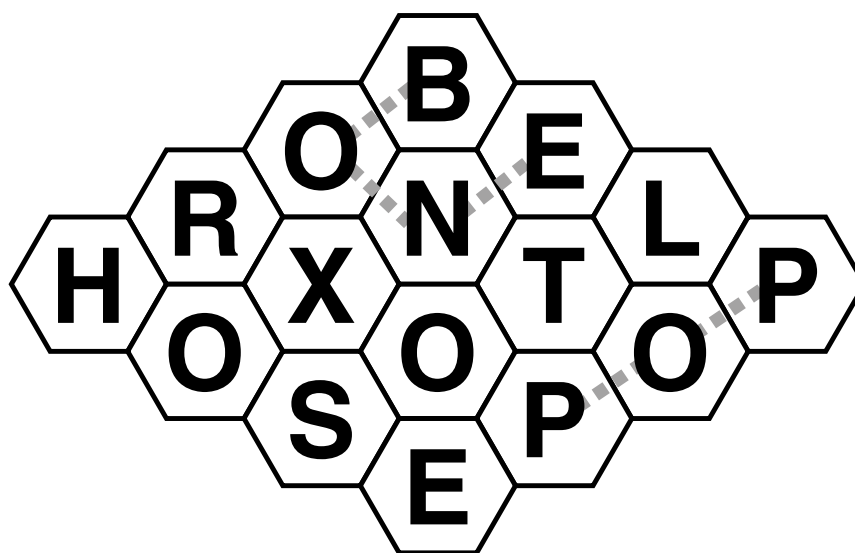
**Write a poem that tells about what makes you special.
Use words that rhyme. Then draw a picture to go with it.**

Title: _____



Name _____

Look at the puzzle. Find as many words as you can that have the long o and short o sound. Start at any letter. Move from space to space in any direction to spell a word. Write each word in the correct column below. The first two are done for you.



words with long o

bone

words with short o

pop



Name _____

Read the story. Choose words from the box to complete the sentences.

cuddle favorite patient practiced settled wrinkled

At first, I didn't know anyone in my neighborhood. Then I met Ms. Yi, my next-door neighbor. Ms. Yi was my first new friend. She is also my piano teacher. Her whole face



_____ when she smiled at our first lesson. Every Tuesday, I go to her house for a lesson. Her cat likes to _____ on the bench with me while I play. Ms. Yi waits for me to get _____ at the piano. Then she asks, "Have you _____?" I always say yes, because I try to practice every day. As long as she knows I'm working hard, Ms. Yi is very _____ with me. She never gets upset if I miss notes. The song I'm learning right now is really hard. There are tons of notes! It's my _____, so I'm going to play it until it's perfect.

Name _____

As you read *My Name Is Yoon*, fill in the Predictions Chart.

What I Predict	What Happens

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How does the information you wrote in this Predictions Chart help you summarize *My Name Is Yoon*?



At Home: Have your child use the chart to retell the story.

Name _____

Read the story. Then answer the questions below.

Jill watched the girls jumping rope. They had two ropes and were swinging them in great loops. A line of girls took turns jumping in and out of the swinging ropes. Suddenly, one of the girls turning the ropes noticed her. "Do you jump? Come on! Join us!" Jill hesitated.

**Write a sentence that tells what might happen next.**

Write a sentence that tells why you made your prediction.

Make up an ending to the story.



Name _____

As I read, I will pay attention to the tempo and punctuation in each sentence.

9 My name is Eva. These are some of the
19 entries in my diary. I wrote them when we lived
in Berlin, Germany.

22 *April 1, 1933*

23 Uncle Frank came over for dinner. He was
31 worried. He looked much older and his face
39 was so wrinkled. Nathan and I were sent to bed
49 early. We knew something was wrong, so we sat
58 at the top of the stairs and listened.

66 Uncle Frank told Mama and Papa that the
74 Nazis had come to his store. They painted black
83 across his doors. Then they posted signs that
91 said: "Don't buy from Jews." 96

Comprehension Check

1. Why do you think Uncle Frank looked older and worried? **Make and Confirm Predictions**
2. Are the Nazis friends of the Jews or against them? **Make and Confirm Predictions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

**A. Write each word +*ed*. Then write each word +*ing*.
Watch for the two irregular verbs.**

1. stop _____

2. jump _____

3. run _____

4. make _____

5. flip _____

**B. Write a story about you and your friends using
at least five of the new words you wrote.**



Name _____

A. Write a number or symbol under each letter below to create your own code. Then write three short *o* words and three long *o* words in your secret code.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

short *o*

long *o*

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

B. Use the letters -s or -es to make the words below mean more than one. Write the new word on the line. Then use it in a sentence.

1. bunny _____

2. game _____

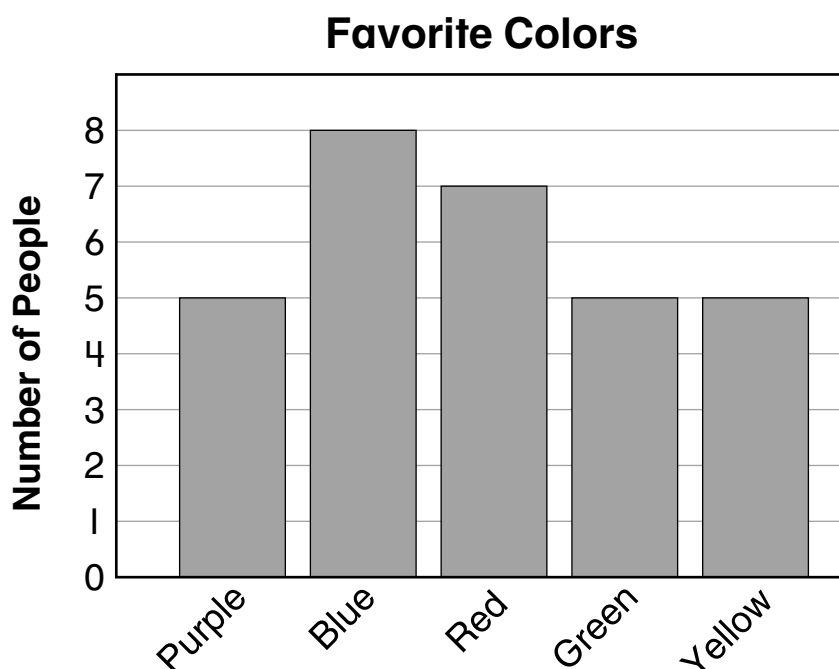
3. friend _____

4. penny _____



Name _____

Read the bar graph. Then circle the correct answer to each question.



1. What is being compared?
a. the color of the sky **b.** the favorite color of each person asked
2. Which color was the most popular?
a. red **b.** yellow **c.** blue **d.** green **e.** purple
3. Which colors got the same amount of votes as yellow?
a. red and blue **b.** green and purple
4. How many people like red?
a. 10 **b.** 7 **c.** 4
5. What is the total number of people who voted?
a. twenty **b.** thirty-one **c.** thirty



Name _____

A. Find the words from the box in the puzzle below.
Circle each word.

mime

brake

shock

send

dunk

```

r s h o c k g p w
d x v c g s b l m
y u z s r k d f i
h d n p i n l v m
b r a k e j c z e
m d x s b v g j p

```

B. Match each word to the word that means the *opposite* or almost the opposite. Write the letter of the answer on the line.

1. enjoyed _____

a. shout

2. safe _____

b. unhappy

3. carefully _____

c. hearing

4. delighted _____

d. disliked

5. whisper _____

e. dangerous

6. relatives _____

f. roughly

7. deaf _____

g. strangers

Name _____

Use a word from the box to complete each sentence.

cultures	forest	tomorrow	favorite
company	flames	patient	practiced

1. The house caught fire and went up in _____.
2. Cuban Chinese food shows a mix of two different
_____.
3. Judith likes strawberries best, but my _____
is peaches.
4. Lea _____ at the piano each day so her playing
would get better.
5. The family greeted their _____ at the front door.
6. Today is Friday, so _____ is Saturday.
7. Dad and I had fun hiking in the cool, green _____.
8. When you want to do something, it is hard to be
_____ and wait your turn.

Name _____

A. Search for the words from the box. Circle each word you find.

flute sunny mule cube luck under

M	J	S	U	N	N	Y	L	K	C
O	F	M	N	C	B	T	U	L	M
N	L	Y	D	Y	E	N	C	E	R
B	U	N	E	N	K	N	K	H	D
U	T	D	R	R	C	U	B	E	L
F	E	R	N	S	U	M	U	L	E

B. Write each word you found in the correct column below.words with short *u*words with long *u*

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

C. Write a sentence using two words from the box.



Name _____

A. Write a sentence about plants for each word below.

1. burst _____

2. gently _____

3. drifts _____

4. drowns _____

5. neighbor _____

6. desert _____

B. Write two words from your sentences above that are verbs.

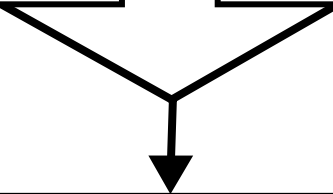
7. _____ 8. _____

C. Write two words from your sentences above that are nouns.

9. _____ 10. _____

Name _____

As you read *The Tiny Seed*, fill in the Conclusion Chart.

Facts	Facts
	
Conclusion	

How does the information you wrote in this Conclusion Chart help you summarize *The Tiny Seed*?



Name _____

Read each passage. Draw conclusions based on what you read.

1. In the spring Mary enjoyed the sunshine after several rainy days. Mary put on her gardening gloves and grabbed a shovel. She went outside and sat by the soil in her backyard. She held a small paper packet in her hand.

What is Mary going to do? _____

2. Chuck couldn't wait to get something special for his mother. He searched for the perfect gift. His mom liked gardening, and she enjoyed colorful displays. Chuck bought a container made of clay. It was filled with soil. There was something sticking out of the soil.

What did Chuck buy? _____



Name _____

As I read, I will pay attention to the punctuation in each sentence.

Some plants are packed with power!

6 Fresh fruits and vegetables are filled with vitamins and
15 minerals. They can keep you healthy. They can help you grow
26 and make you strong. They can give you energy. Plus, they are
38 fun to grow and taste great!

44 Some herbs and spices are also packed with power. These
54 plant bits add color and flavor to food.

62 Herbs can help you get better when you are sick. They can
74 even help you sleep well.

79 Fruits and vegetables are full of vitamins. Orange vegetables,
88 such as carrots, sweet potatoes, and pumpkins, have a lot of
99 Vitamin A. Do you like sweet fruits such as cantaloupe,
109 apricots, peaches, papayas, and mangoes? Their orange color
117 means they are packed full of Vitamin A, too. 126

Comprehension Check

1. What sorts of vegetables are rich in Vitamin A? **Draw Conclusions**
2. What is this selection about? **Plot**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Use context clues to solve each plant riddle.

1. I stay green all year.
Pinecones grow on me.
What am I?

2. I can live in the desert where
there is very little water. My
leaves and stem store water
inside. What am I?

3. I can be red, pink, or yellow.
I have thorns on my stem.
What am I?

4. I am orange. I am called a
root vegetable because I
grow underground. Rabbits
like to eat me. What am I?

5. I am green. Cows and other
animals graze on me.
What am I?

6. I am yellow. I grow on stalks.
There is a husk you have to
remove before you eat me.
What am I?

B. Write your own plant riddle using clue words. Have a friend solve it.



Name _____

A. Read the four words in each item. Cross out the one word that does not have the same vowel sound.

1. but cub bug cube

2. dune rude rug rule

3. rut fuse use tune

4. rule hum jug nut

B. Fill in the chart.

	add -er	add -est
strong	_____	_____
tall	_____	_____
hot	_____	_____

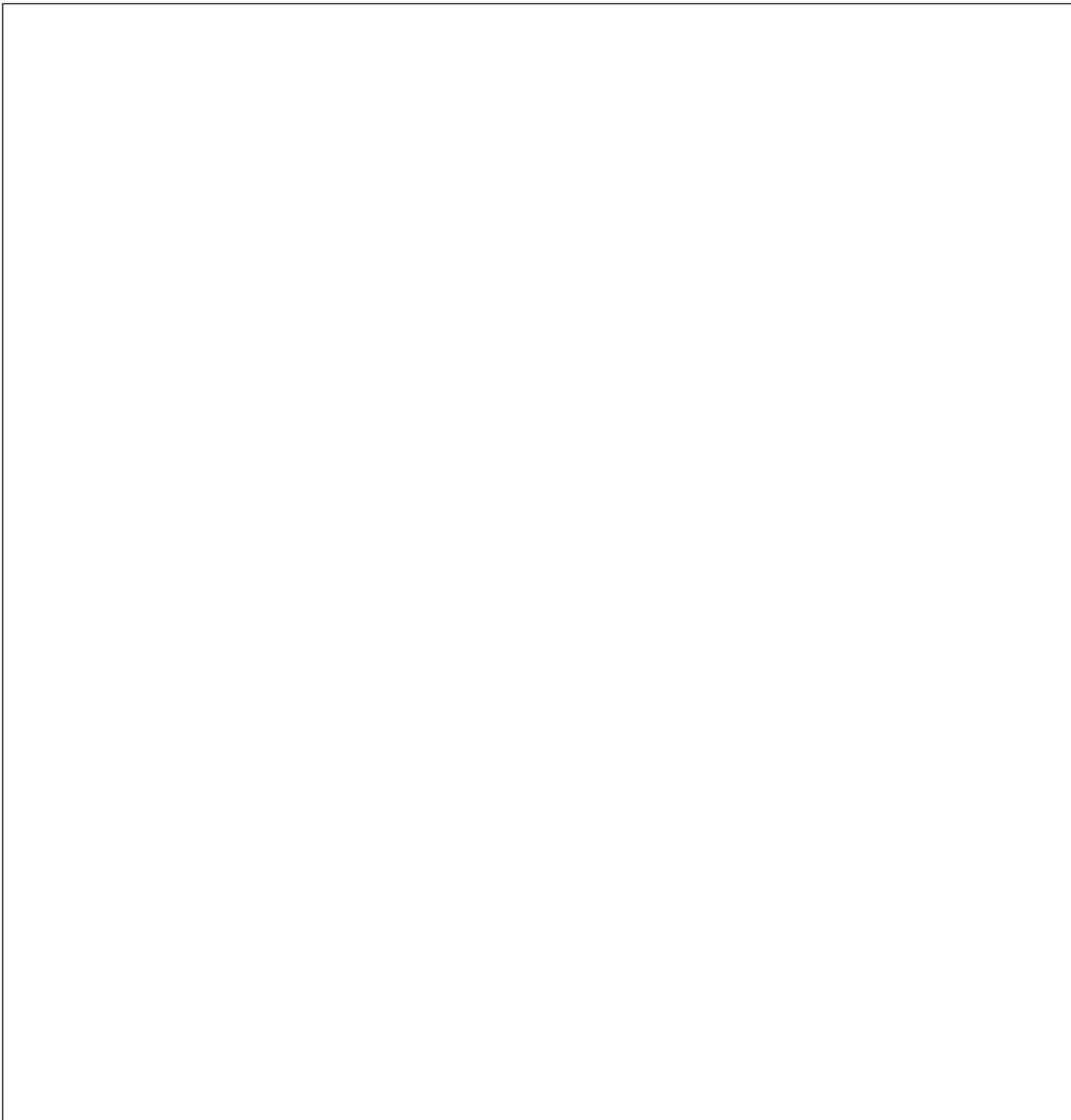
C. Draw a picture of two or three plants. Then write a sentence comparing the plants you drew. Use words from the chart.



Name _____

Make a diagram of your favorite tree or plant.
Label each part and tell what the part does for the plant.
Be sure to give your diagram a title.

Title: _____



Name _____

Read each riddle. Fill in the missing letters to answer the riddle. Then draw a picture of what the answer names.

1. I am black and white and furry. I spray a stinky oil to protect myself.

_____unk

2. You can use me to eat. I am used for soup and ice cream.

_____oon

3. Birds live in me. They use twigs to make me. I can be found in a tree.

ne_____

4. On a hot day you can have me to cool off. I come in all kinds of flavors.

_____ink

5. I am an instrument. You can play me with sticks

_____um

6. I am worn on the face. You can use me if you are in a show.

ma_____



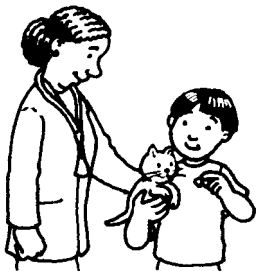
Name _____

Write two sentences to tell about each picture.
Use two words from the box in each sentence.

young normal rescued examines mammal hunger







Name _____

As you read *A Harbor Seal Pup Grows Up*, fill in the Sequence Chart.

Beginning
Middle
End

How does the information you wrote in this Sequence Chart help you summarize *A Harbor Seal Pup Grows Up*?



Name _____

A. These story details got caught in a story scrambler.

The order is all wrong! Unscramble the details and write them in a paragraph that shows the correct sequence.

Then she swam farther away by accident. Last she found her school! She heard the noise of the school bell and swam toward the noise. A fish named Juanita swam away from her school and got lost.

B. Add to the sequence above. Think of what could happen next. Then write a sentence about it on the lines below.



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words.

9 Bald eagles were in danger of becoming extinct. Scientists
 18 **examined** the problem to find out the reasons why.
 30 A bald eagle's habitat is near the sea. But people like to
 42 live near the sea, too. Bald eagles can't always find places to
 48 build their nests and lay eggs.
 58 Bald eagles also have trouble finding food. They eat fish.
 67 But people eat fish, too. Sometimes people catch too
 79 many of the fish that bald eagles would eat. Then the birds
 83 can die of **hunger**.
 95 People and bald eagles don't want to eat the same food. Bald
 108 eagles only like to eat fish that are sick and dying or already
 dead. They actually leave the healthy fish for us. || 7

Comprehension Check

1. Why is it difficult for bald eagles to find places to build their nests and lay eggs? **Sequence**
2. What are two reasons why bald eagles are threatened?
Identify Main Idea and Details

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Write a second sentence to finish each sentence pair. In the second sentence, write an antonym for the underlined word in the first sentence. Circle the antonym you write.

Example: The old car was broken.

The new car ran well.

1. The elephant fell down a steep hill.

2. The rescue team began a long trip to save the hurt elephant.

3. The team drove toward the steep hill.

4. They got out of their jeeps when they were close to the hill.

5. They found the elephant at the bottom of the hill.



Name _____

Find and circle the words from the box in the puzzle below.
Each word can be combined with another to form a compound word. Write the compound words on the lines below. Then circle the consonant blends in each word.

fish	drum	blue	tree	star
ear	break	plane	sky	space
scraper	top	suit	air	fast
			bird	

t s t a r x p g l f c d s
 r k c m w g r b g i a v u
 e y w b h q d i z s x s i
 e b v l r m n r f h t j t
 d i y u q e j d u z f p l
 r r k e s p a c e m b l r
 v d d f g l q k t b z a c
 a l x e a r z v l t v n r
 i b z j h b t o p f v e p
 r u s c r a p e r l t x e

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____



Name _____

Similes compare one thing to another. They use the words *like* or *as*.

Read each sentence. Then choose a simile from the box to tell what is happening. Write it on the line.

as dark as night
as cold as ice
sings like a bird

shine like stars
as busy as a bee
as strong as an ox

1. Maria worked quickly to get ready to go.

Maria was _____.

2. A big storm moved in during the morning hours.

The sky was _____.

3. Maria lifted heavy things to put them in the truck.

You could see she was _____.

4. Maria's friend heard her sing as she loaded the truck.

Her friend said, "Maria _____."

5. Maria picked up the snow with no gloves on.

Her hands were _____.

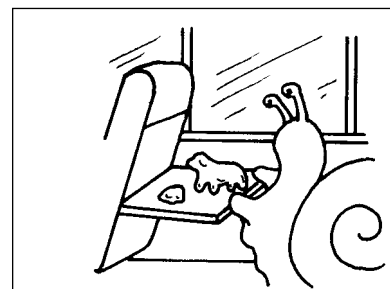
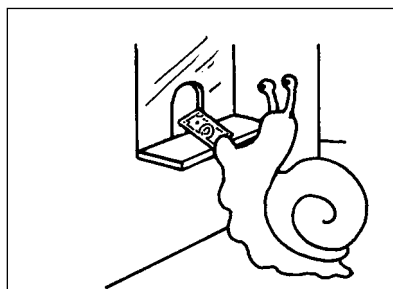
6. Maria was so happy when she saw the dog's bright eyes.

She told her friends, "His eyes _____."

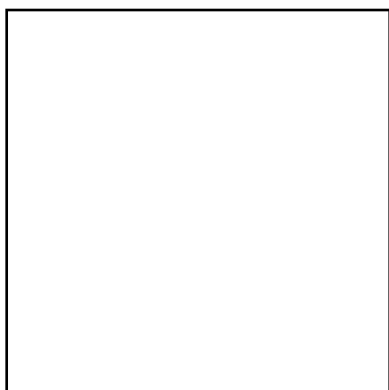


Name _____

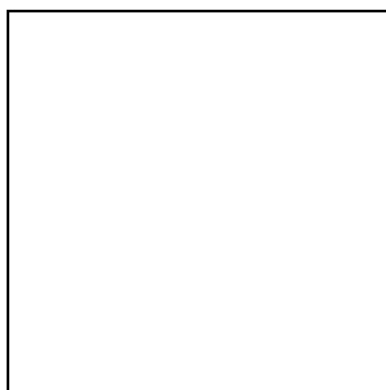
A. Write as many words as you can with long *a* spelled *ai* or *ay* to help explain the picture.



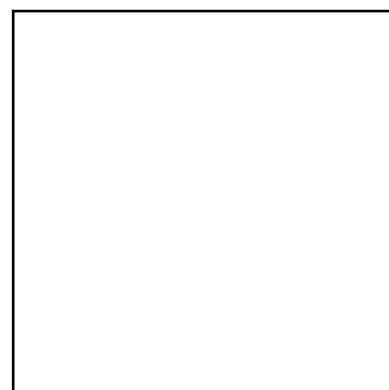
B. Underline all the words that have the sound of long *a* spelled *ai* or *ay*. Then draw a picture for each sentence.



When they get back
Rainy eats hay and
a pail of grain.



Then Kay braids her
horse Rainy's gray
tail.



Kay rides Rainy
down the driveway
to get the mail.



Name _____

Choose a word from the box to complete each clue.
Write the word on the line. Then use the clues to
complete the puzzle.

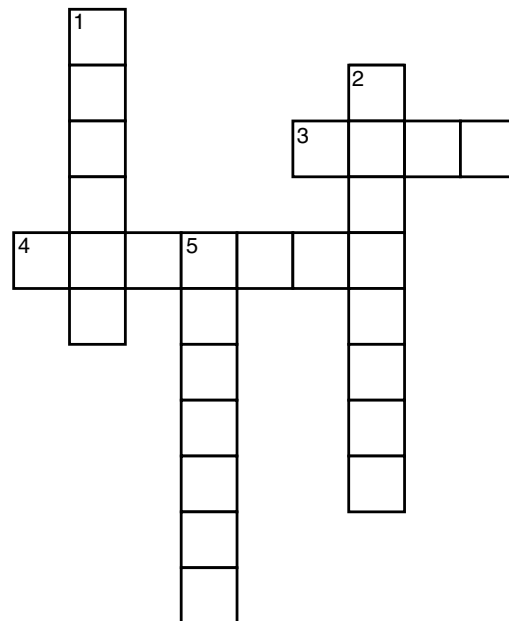
serious broken personal informs heal

Across

3. This cast will help my arm to _____.
4. I'm glad I only have a cold and not a more _____
illness.

Down

1. The jar fell and now it
is _____.
2. I wrote a _____
letter to my best friend.
5. The newspaper _____
readers about what has happened.



Name _____

As you read *A Trip to the Emergency Room*, fill in the Sequence Chart.

First**Next****Then****Last**

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How does the information you wrote in this Sequence Chart help you summarize *A Trip to the Emergency Room*?

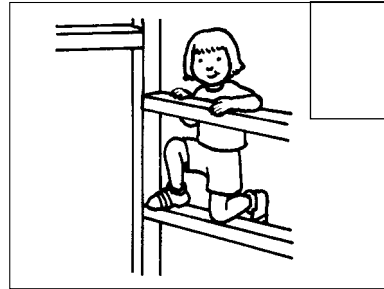
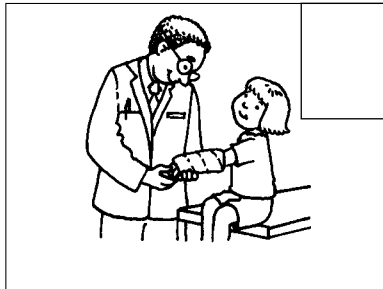
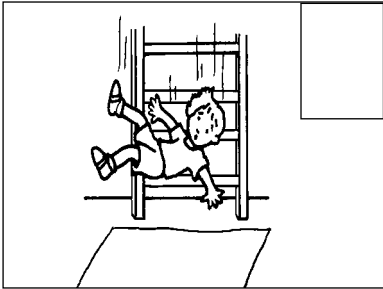


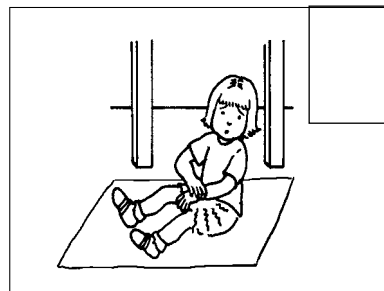
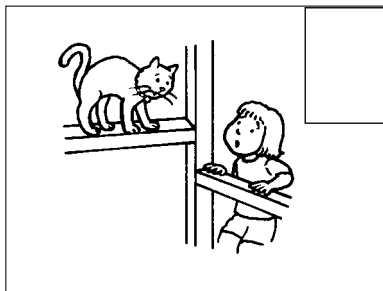
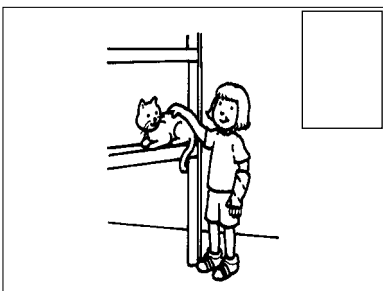
At Home: Have your child use the chart to retell the story.

Name _____

Number the pictures to show the order in which things happen in the story. Write a sentence about each picture.

Jane Meets a Cat







Name _____

**Read each pair of homophones. Write the definitions.
Then write a sentence for each homophone.**

1. hole: _____

whole: _____

2. right: _____

write: _____

3. son: _____

sun: _____



Name _____

Choose a reference source from the box to answer each question.

newspaper
card catalog

almanac
globe

telephone directory
atlas

1. Where should you look for a book about diseases?

2. Where could you find a chart of sunrise times for this year?

3. Where could you find the address of a local doctor?

4. Where could you find the final score of last night's ball game?

5. Name two places to look if you want to find out where Antarctica is.

6. Where would you look to see how much snow fell last year in your state?



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words.

Even if you are exercising and eating right, you
 9 can still get sick. Germs can make you sick.
 18 There are some simple things you can do to get
 28 rid of germs. The easiest way is to wash your hands.
 39 You should wash your hands after you use the
 48 bathroom and before each meal.
 53 Take care of your cuts. If the skin is **broken**,
 63 germs can get into your blood. Ask an adult to help
 74 you clean the cut. Use an antiseptic to kill any
 84 germs. Then cover the cut with a bandage. These
 93 steps will help the cut **heal**. 99

Comprehension Check

1. When should you wash your hands? **Sequence**

2. Should a cut heal if it is properly cleaned, disinfected, and bandaged? **Make and Confirm Predictions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

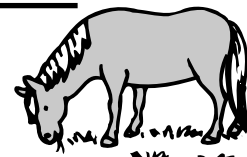
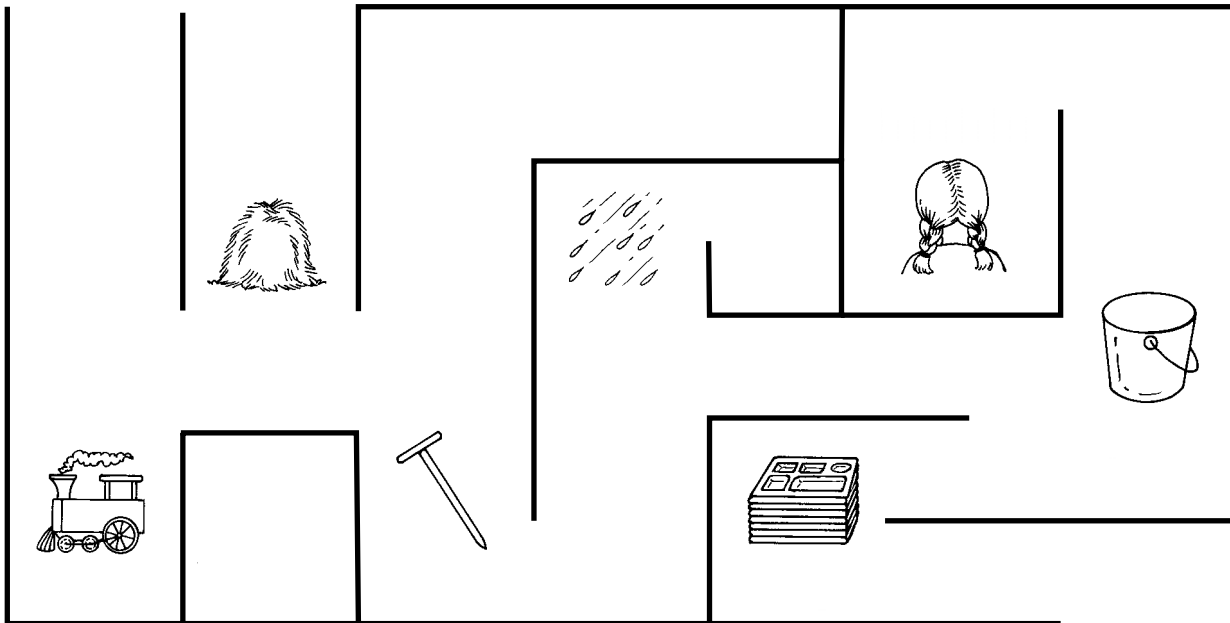


Name _____

Help Farmer Bay find his lost horse, Gray. Write the long *a* word that names each picture as you follow the maze.



Farmer Bay



Gray

Name all of the things Farmer Bay had to pass to find his horse.



Name _____

Long *i*: *i, ie, igh, y*

A. Think of words that rhyme and are spelled with the same pattern as each word on the list. Write the words on the lines.

1. kind: _____

2. pie: _____

3. night: _____

4. by: _____

B. Write a rhyme using at least two of the words from the list.



Name _____

**A. Choose a word from the box to match each clue.
Write it in the puzzle.**

peered
fluttered

giggled
vanished

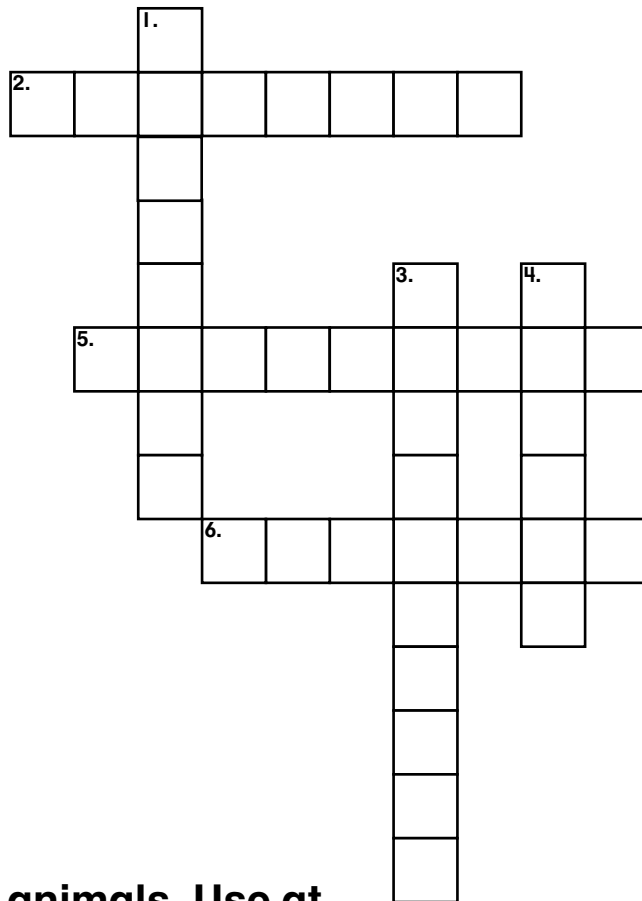
snuggled
recognized

Across

2. disappeared
5. flapped or waved rapidly
6. laughed in a silly way

Down

1. held close
3. known and remembered
from past experience
4. looked with difficulty



B. Write two sentences about animals. Use at least one word from the box in each sentence.

7. _____

8. _____

Name _____

As you read *Farfallina & Marcel*, fill in the Inference Chart.

**What I Learned
From Reading**

**What I
Already Know**

My Inference

How does the information you wrote in this Inference Chart help you to better understand *Farfallina and Marcel*?



Name _____

A. Read the following riddle. Make inferences to figure out the answer. Write it on the line.**1. Clue 1:** I am Sam's best buddy.

Clue 2: I lick Sam's face to wake him up in the morning.

Clue 3: I bark and wag my tail when Sam comes home from school.

Who am I?: _____

B. Write your own riddle about an animal. Follow the model above. Then write the answer at the bottom of the page.**2. Clue 1:** _____

Clue 2: _____

Clue 3: _____

Who am I? _____



Name _____

As I read, I will pay attention to the punctuation and tempo in each sentence.

Pip the emperor penguin started life as an egg.
 9 His mother, Peggy, laid the egg just before she went
 19 away. It was a beautiful white egg. She was very
 29 proud of it.
 32 All the females left together. They were
 39 traveling across the ice to find food. They walked
 48 toward the sea under a stormy sky.
 55 "Isn't this fun?" they **giggled**.
 60 Pip's father, Philip, watched as the females left.
 68 He balanced Peggy's egg on his feet to keep it
 78 warm. His feathers fluttered as the wind blew
 86 across the Antarctic ice and snow.
 92 All of the other fathers in the colony had an
 102 egg to look after, too. They knew it was an
 112 important job. 114

Comprehension Check

1. Why does Pip's father balance the egg on his feet above the ice? **Make Inferences**
2. Why does Peggy leave and travel across the frozen ice after she lays her egg? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Read the dictionary and thesaurus entries. Then follow the directions below.

Dictionary	Thesaurus
<p>pitch(pich) <i>verb</i> to throw, hurl, or toss</p> <p>place (plās) 1. <i>noun</i> where something is 2. <i>verb</i> to put in a particular space</p>	<p>pitch: throw, fling, heave</p> <p>place: 1. <i>noun</i> area, spot, room, scene, setting 2. <i>verb</i> set, arrange, position</p>

1. Write a sentence that uses the word **pitch**.

2. Write a sentence that uses a synonym of **pitch**.

3. Write a sentence that uses the verb **place**.

4. Write a sentence that uses a synonym for the verb **place**.

5. Write a sentence that uses the noun **place**.



Name _____

A. Use at least three words from the box to write a short story about a baby bird.

lie fly flight sky night find high wild

1. _____

B. Write a contraction for each pair of words. Then use the contraction in a sentence. Write the sentence on the line.

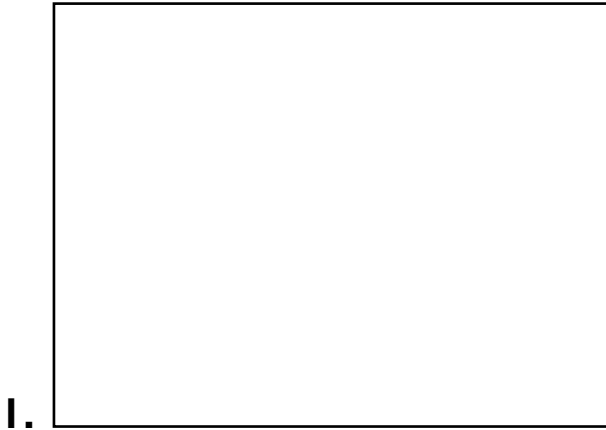
2. we are _____

3. it is _____

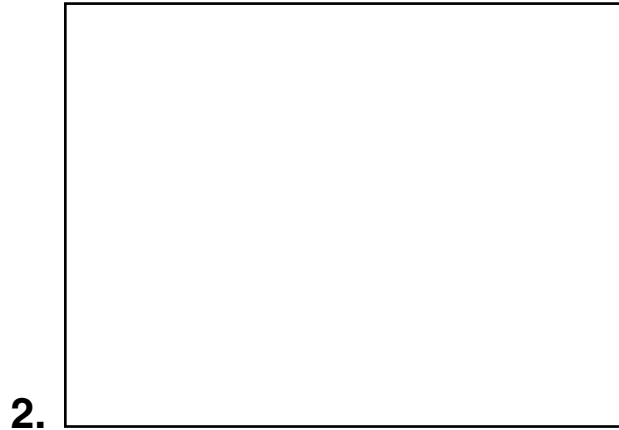
4. could not _____



Name _____

A. Draw a picture in the box to go with each caption.

This mother lion has
two cubs.



The elephant calf follows
its mother.

B. Think of two more baby animals. Draw a picture of each one. Then write a caption for it on the lines below.



Name _____

Long o:
o, oa, ow, oe

Circle the words in each sentence that have the long o sound.

1. He puts the coat in the boat.
2. Joe is on the top team.
3. The soap makes lots of foam.
4. Are you a friend or foe?
5. My pet goat eats oats and can't stop eating them.
6. Let's go to the show before the others come.
7. My dad works in the garden with a hoe.
8. No, you can't row there in this fog.
9. I see a crow flying low over the barn roof.

Write two sentences about what you do to stay fit. Use at least two words that have the long o sound.

10. _____

11. _____



Name _____

Steven has written a letter to his friend Tia. Read the letter, then write the word from the box that tells what Steven is describing.

uniform coach starting tryouts practices imaginary

Dear Tia,

I really want to be on the baseball team. Today I went to show my baseball skills. _____ A man named Mr.

Long watched me play. His job is to help the baseball team get better. _____ Everyone on the team wears

the same outfit. _____ The team meets every Tuesday. At these meetings they work to improve their skills.

_____ If a player is really good, he or she can play first in a game. _____ I think I did well

today. I hope I'm not just making that up in my mind!

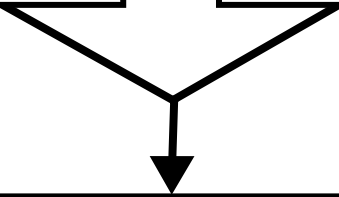
Your friend,

Steven

Name _____

As you read *There's Nothing Like Baseball*, fill in the Inference Chart.

What I Know	What I Read



My Inferences

How does the information you wrote in this Inferences Chart help you to better understand *There's Nothing Like Baseball*?



Name _____

Read the passage. Then answer the questions below.

Henry threw the ball to Sue. Sue caught it in her mitt and threw it back. Both Henry and Sue wore red uniforms. Henry's had a "34" on the back and Sue's had a "35."

"Do you think we're ready?" Sue yelled.

"Sure!" Henry shouted back across the field. They ran to join the other players wearing red uniforms. Players with blue uniforms were also beginning to arrive.

Sue and Henry saw their coach, Mr. Smith. Mr. Smith began waving all the starting players onto the field. A man with a whistle stood behind home plate.

1. Do you think Henry's and Sue's baseball team is getting ready for a game or for practice?

2. What clues did you use to find your answer?



Name _____

As I read, I will pay attention to punctuation and expression.

10 “Come on, Amy,” shouted Bindi. “Throw the football to me!”
 19 Amy threw the football. It dropped quickly and tumbled
 23 slowly along the ground.
 35 She walked away and sat down on a bench. Amy didn’t like
 44 touch football **tryouts**. Everyone threw the ball too hard.
 57 Plus, Amy had been sick and out of school for the last two
 62 weeks. She still felt lazy.
 73 Bindi ran over. “Come on, Amy,” he said. “Try again! You
 76 can do it.”
 89 Amy shook her head. “No. I only want to sit and watch now.”
 99 Coach Redmond saw that Amy was sitting on the bench.
 100 “That’s okay, Amy,” he said. “You can rest. Bindi, let’s keep
 throwing, please.” 112

Comprehension Check

1. Why does Amy sit down on the bench? **Make Inferences**
2. What does Amy do just before she goes to sit on the bench?
Sequence

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Read the dictionary entry. Then write sentences for four of the definitions shown. Use the sentences in the definitions as models. Then write the number of the definition you used on the line next to each sentence.

press verb 1. to use force on something; push. *Press the button to take a picture.* 2. to squeeze. *I will press juice from the lemon.* 3. to iron. *He will press the shirt to get the wrinkles out.* noun 4. a tool or machine for pressing. *The press made small plastic pieces for toys.* 5. a machine for printing things. *The printing press uses paper on large rolls.* 6. the people who work for newspapers and magazines. *The press crowded around the movie star.*

1. _____

2. _____

3. _____

4. _____



Name _____

Read the story. Circle each long o word.

At first Joe was quiet, but then he spoke. "Can I tell you the tale of when my toe broke?"

I said, "Go ahead."

Joe said, "Well, I was standing outside in the snow. I heard a sound like the horn on a boat. I was scared," Joe said. "I ran as fast as I could go. Then I tripped on the ice and I broke my toe."

"What was the sound?" I wanted to know.

"Nothing scary," Joe said, "just a goat!"

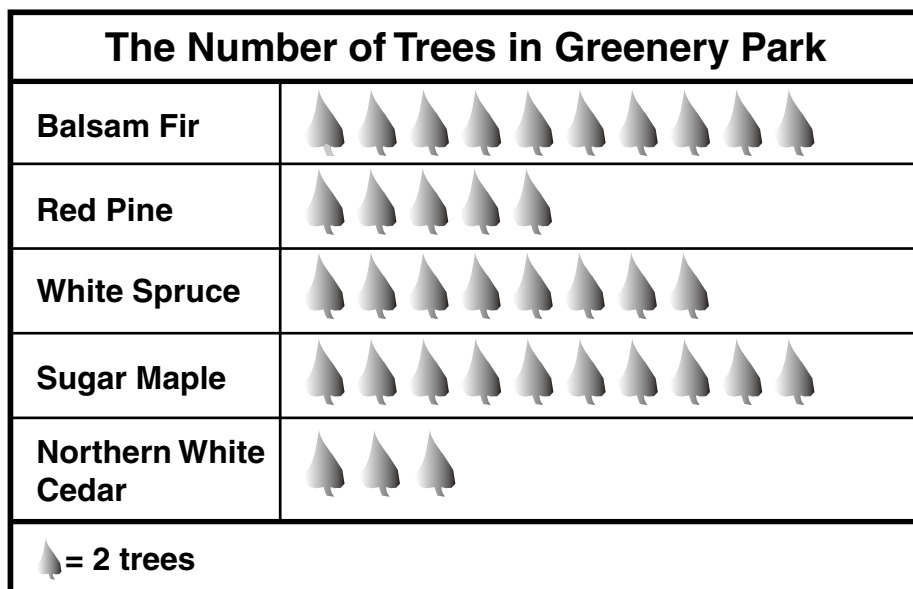
In each sentence, circle the two words that can be made into a contraction. Write the contraction on the line.

1. We will have to be quick. _____
2. They have been here all day. _____
3. I have wanted to read that book. _____
4. She will love to pitch today. _____
5. We have won the game! _____
6. I will practice with my dad. _____



Name _____

Read the graph. Circle the correct answer to each question.



- How many different types of trees are being compared?
a. 3 b. 5 c. 10
- How many balsam fir trees are there in Greenery Park?
a. 4 b. 5 c. 20
- Of which two types of trees are there the same amount?
a. red pine and white spruce b. sugar maple and balsam fir
- How many more red pine trees than northern white cedar trees are there?
a. 5 b. 1 c. 30
- Ranger Barns planted more red pine trees. Now there are twice as many. How many red pine trees did she plant?
a. 5 b. 10 c. 15



Name _____

A. In the space below, make a sign to announce tryouts for a sports team. Use these words in your sign.

tryouts coach practices Friday right serious

1.

B. The sentences below are FALSE. Rewrite each sentence so that it is true. Use the word in dark type in your sentence.

2. Something that **drifts** moves very fast.

3. A **mammal** is an animal with feathers.

4. The vase was **broken** because it was all in one piece.

5. The storm cut off the power so we ate by the **glow** of an electric lamp. _____

Name _____

A. Make up a title for each book cover. Use the words in the box.

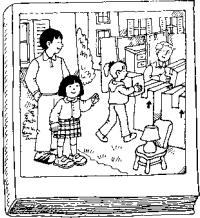
vanished

neighbor

recognized

peered

1.



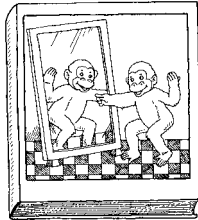
2.



3.



4.

**B. Complete each sentence with a word from the box.**

drowns

hunger

examines

sleeping

1. If you water a plant too much, it _____.
2. A detective _____ a crime scene.
3. The baby is _____ quietly in her crib.
4. Was it pain or _____ that made the baby cry?

Name _____

Long e:
e, ee, ea, ey, y

Read the sentence. Write the correct letters from the box to complete the words.

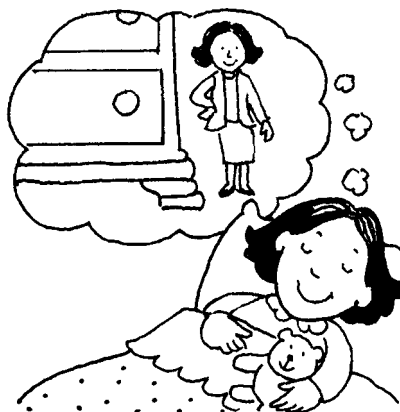
e

ea

ee

ey

y



1. I ate m_____t and ch_____se for lunch.
2. We saw a monk_____ at the zoo.
3. Nicole had a dr_____m that she was a tin_____,
little lad_____.
4. Rory hung his painting on an _____sel.
5. Pl_____se cl_____n up to help k_____p our
Earth b_____utiful.



Name _____

**Read each sentence. Write *T* if the sentence is true.
Write *F* if the sentence is false. In each sentence,
underline the vocabulary word from the word box.**

breathe swung gasped delicious frantically attached

1. Foods that are delicious are tasty. _____
2. A person moves frantically if they are calm. _____
3. Your arm is attached to your foot. _____
4. It is not important to breathe. _____
5. A monkey may have swung on a branch. _____
6. Your leg is attached to your ankle. _____
7. Most people like to eat delicious food. _____
8. Gasped means to have breathed easily. _____

Name _____

As you read *Head, Body, Legs: A Story from Liberia*, fill in the Cause and Effect Chart.

Cause	Effect

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How does the information you wrote in this Cause and Effect Chart help you to better understand *Head, Body, Legs: A Story from Liberia*?



At Home: Have your child use the chart to retell the story.

Name _____

A. Think of a story plot about teamwork. Use the cause and effect boxes below to plan your story.

Cause	Effect

B. Use the information in the boxes to write your story.



Name _____

As I read, I will pay attention to the punctuation in each sentence.

12 Once upon a time, there was a young man who had no
family and no job. He was poor and hungry.

21 One day he took a walk through the woods near his town.
33 He heard noises coming from some bushes.

40 He pushed aside the branches. There he found a little
50 dog that had become attached to some vines. The young
60 man helped set it free. Then he gave the dog a few stale
73 pieces of bread that he had in his pocket.

82 He was very surprised when the dog spoke to him.
92 "You have been kind to me," said the little dog. "In
103 return, I will tell you how to find treasure. Do you see that
116 big oak tree over there? Dig a hole at the base of
128 its trunk." 130

Comprehension Check

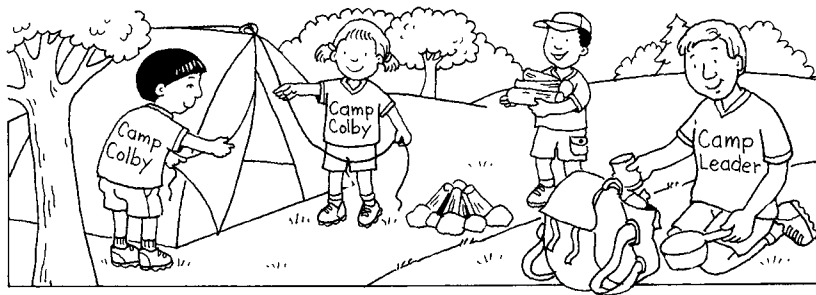
1. Why does the dog tell the man how to find treasure? **Cause and Effect**
2. How did the man happen to find the little dog trapped in the vines? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Read the story below. Use context clues to help you figure out the meaning of each word in dark print. Underline the context clues. Then write the definitions on the lines.



Camp Colby went on a camping trip. Brian, Mark, and Shelly wanted to put up the tent. First they had to find a good **campsite**. They found a good place to put up the tent right away. The campsite was in a flat area next to a **water source**. They did not have to walk far to the stream for fresh water. Next Brian checked to see if they had all the **hardware** for the tent. Putting up the tent would be impossible without the right tools. The tent needed to be **secure** or steady so that it wouldn't fall down. After they finished putting up the tent, Mark and Brian searched for firewood. They were careful not to go outside the **perimeter** of the campsite. If Mark and Brian were to go outside of the campsite area, they could get lost.

1. campsite: _____

2. water source: _____

3. hardware: _____

4. secure: _____

5. perimeter: _____



Name _____

**Use each word from the box to write a sentence below.
Then draw a picture for one of the sentences you wrote.**

cheerful

sleepless

beautiful

eventful

1. _____

2. _____

3. _____

4. _____



Name _____

Make up your own home page. Then add the names of possible links in each drop-down menu. Draw pictures next to some links.

My name is _____.

My Family

My Favorite Things

My Hobbies

Things I Like to Do



Name _____

A. Add one letter to change each short *u* word into a long *u* word.

1. hug

hug____

2. cub

cub____

3. us

us____

4. cut

cut____

B. Show two ways to change *tub* into a long *u* word.

5. tub____

6. tub____

C. Add a consonant to each word to create a long *u* word.

7. fu____e

8. Ju____e

9. reu____e

10. u____ited

D. Think of two long *u* words. Write a sentence using each word.



























11. _____




























12. _____



Name _____

Use the code to figure out the words. Then write them in a sentence.

a 	b 	c 	d 	e 	f 	g 	h 	i 
j 	k 	l 	m 	n 	o 	p 	q 	r 
s 	t 	u 	v 	w 	x 	y 	z 	

1.      _____2.          _____3.      _____4.         _____5.         _____6.     _____

Name _____

As you read *Officer Buckle and Gloria*, fill in the Illustrations Chart.

Illustration	What I Learn From the Picture

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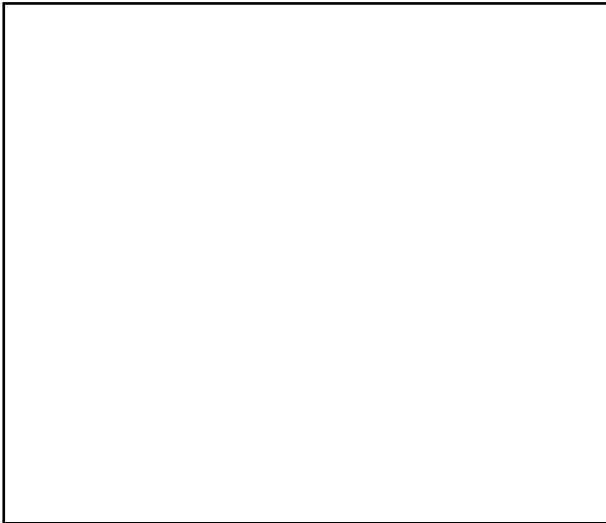
How does the information you wrote in this Illustrations Chart help you to better understand *Officer Buckle and Gloria*?



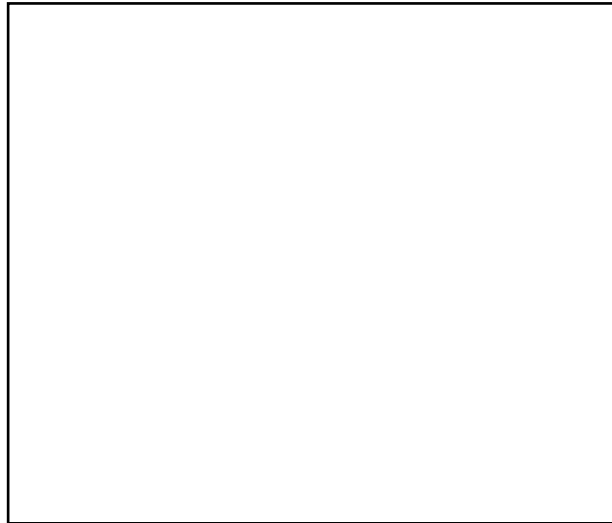
At Home: Have your child use the chart to retell the story.

Name _____

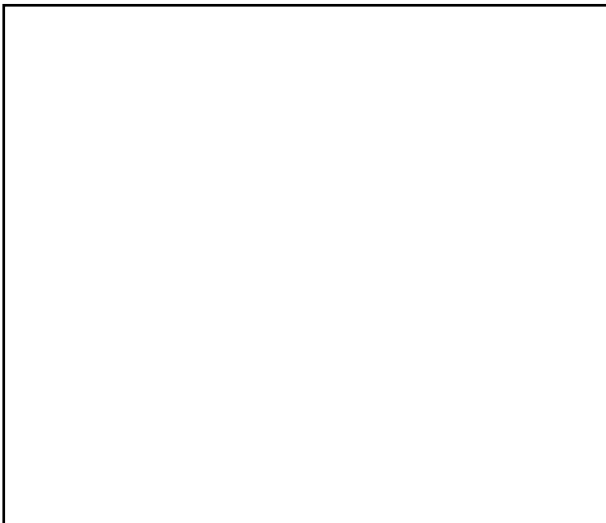
Draw an illustration to go with each sentence. Your illustrations should help readers understand the sentence.



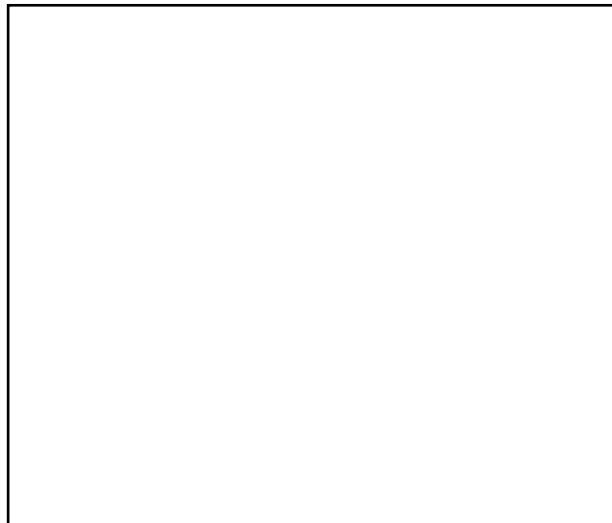
1. The girl wore her helmet when she skated.



2. The children get on the bus in a single-file line.



3. We couldn't swim at the pool because the lifeguard was not at the lifeguard stand.



4. We stay far away from the crocodiles at the zoo.



Name _____

As I read, I will pay attention to the punctuation in each sentence.

13 Boat rides are a great way to be near the water without getting
22 wet. Follow these rules to stay safe while boating.

22 Safe Boating Tips

- 25 • Never go on a boat without an adult.
- 33 • Check the weather before you leave. Don't get in a boat if a
46 storm is coming.
- 49 • Always wear a life jacket.
- 54 • Be careful when you get in and out of a boat. It's easy to slip
69 and fall in the water.
- 74 • Don't jump around on a boat. The boat can tip over.
- 85 • Don't jump or dive from a boat before asking an adult. There
97 could be a rock or other sharp objects under the water.

108 People who have problems with their boats at sea can get help
120 from the U.S. Coast Guard. The Coast Guard watches over the
131 coastline and the seas. 135

Comprehension Check

1. What is the Coast Guard mainly responsible for? **Character and Setting**
2. Why is it a good idea to wear a life jacket on a boat ride? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Think of a synonym for each underlined word. Write a new sentence with the synonym. Circle the synonym after you write the new sentence.

1. A storm was about to begin.

2. We were in the park, so we had to go.

3. We ran quickly.

4. Big clouds grew gray in the sky.

B. Think of two more words that are synonyms. Use each one to write a sentence.

5. _____

6. _____



Name _____

Long u: u, u_e

A. The mule is lost. Complete the maze to help Farmer June find her mule. Write the word that names each picture.

June

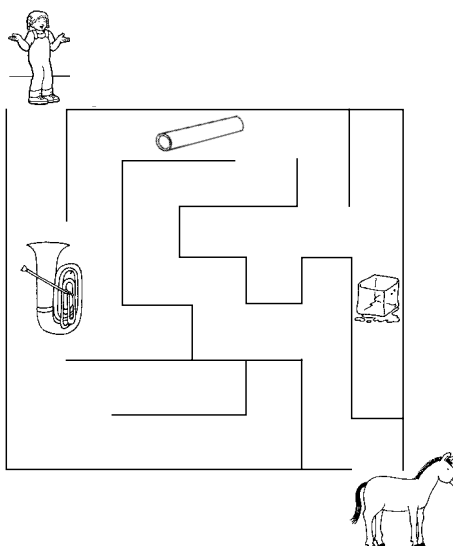
mule

cube

tuba

flute

tube

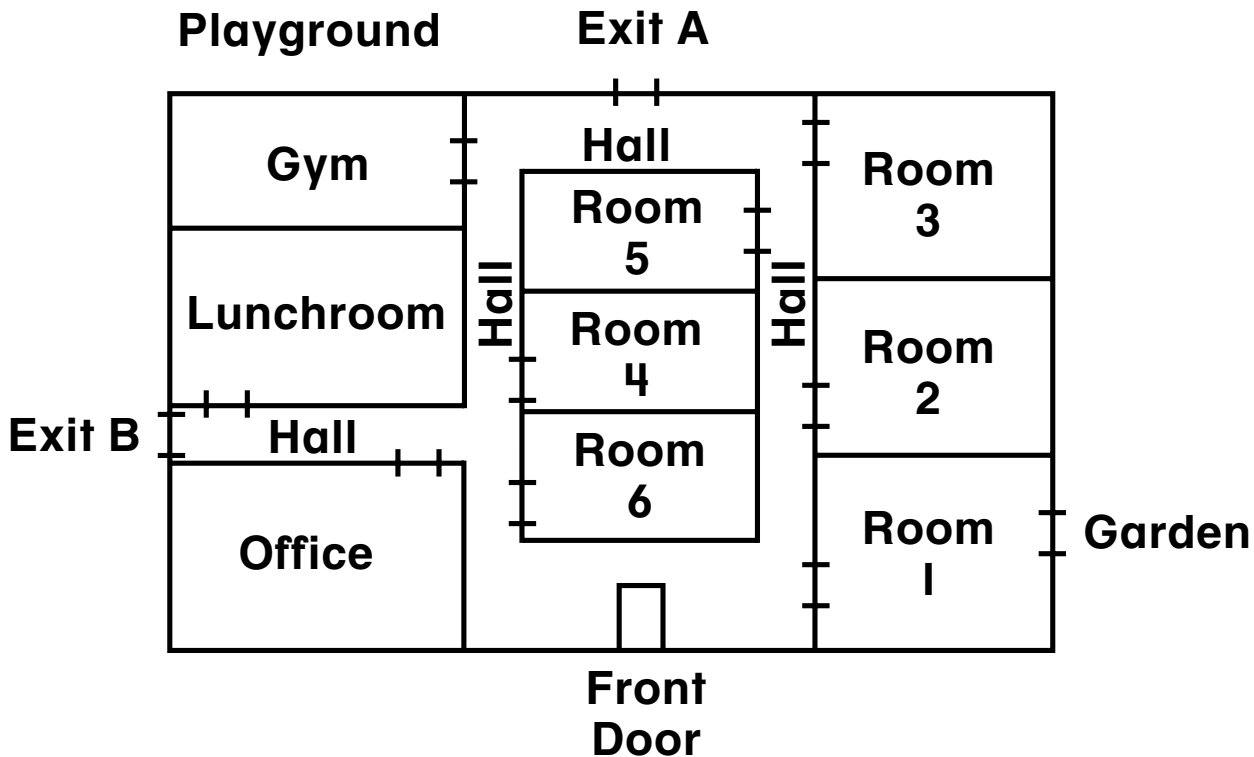


B. Use all the words in the box to write a silly story about how Farmer June found the mule.



Name _____

Read the floor plan. Answer the questions.



1. Which 3 rooms are closest to exit A?

2. Which room is closest to the garden? _____
3. Which two rooms are closest to exit B? _____

4. There is a fire drill. Lola is in Room 6. She must take the fastest way out of the building. Which exit should she use?



Name _____

A. Create as many words as you can using the consonant digraphs and word parts below. Write the new words you make.

th sh wh ch	+	-in -eat -ip -opper -orn
----------------------	---	--------------------------------------

B. Write two sentences using three or more of your new words.

1. _____

2. _____



Name _____

Write one sentence for each word below.

1. ancient _____

2. confirm _____

3. valid _____

4. hopeful _____

5. unable _____

Draw a picture that shows what happens in one of your sentences.

Name _____

As you read *Meet the Super Croc*, fill in the Summary Chart.

<p>Main Idea</p>		<p>Summary</p>
<p>Main Idea</p>		
<p>Main Idea</p>		

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How does the information you wrote in this Summarize Chart help you to better understand *Meet the Super Croc*?



At Home: Have your child use the chart to retell the story.

Name _____

Read the article. Write a good title for it. Then write two or three sentences that summarize the article.



John James Audubon studied birds in the wild. He spent his life learning about birds and other animals. It was a life that made him famous.

John got interested in birds as a boy. He was born in 1785 in what is now Haiti. He went to school in France. He came to America at 18. He moved from state to state. He kept changing jobs. John liked birds more than anything else. He made many drawings of the birds he loved. In time John put out a book called *The Birds of America*. It took ten years to finish. The book is still read worldwide. Later in life he began a book about mammals. He died before that book was done.

Audubon was a great artist. He was also a great scientist. He gave the world valuable art and facts about wildlife.



Name _____

A. Use the prefixes, base words, and suffixes below to write a list of new words.

Prefixes:

re-
un-
dis-

+

Base words:

use
care
tie
able
like

+

Suffixes:

-ful
-less

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Write four sentences using as many of your new words as you can. Add -s, -ed, or -ing to the ends of words if you need to.

1. _____
2. _____
3. _____
4. _____



Name _____

Read the sentences below. Then answer the questions.

Candy has to research and write a one-page report about an animal. She has come up with three different topics. She wants to write about mammals, insects, or sea animals.

1. Are any of Candy's topic ideas good for her report?
Why or why not?

2. Narrow each of Candy's topics to make them work. Write the three new topics on the lines.

a. mammals

b. insects

c. sea animals

3. Read the new topics you have written above. Write them on the lines in the first column below. Now narrow each new topic so that it is even more specific. Write your responses on the lines in the second column.

a. _____

b. _____

c. _____



Name _____

As I read, I will pay attention to punctuation and the pronunciation of the vocabulary words.

Most kinds of animals that lived a long time ago are no longer living. Scientists think that 99.9 percent of all species that have ever lived are now extinct. Some animals died because they were **unable** to adapt to changes in the world. Others died in earthquakes and floods.

But there are some species that have survived for millions of years and have not changed much. Some people call them “living fossils.” Like real fossils, living fossils can help us learn about the past.

One example of a living fossil is a coelacanth (SEE-luh-kanth). This **ancient** fish still lives in the Indian Ocean. It looks the same as real fossils of coelacanths that are 400 million years old. Sharks have lived in the sea for more than 350 million years.

Comprehension Check

1. What are some of the reasons that animals from long ago no longer exist today? **Summarize**

2. What is an example of a “living fossil”? **Main Idea and Details**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Write a short story about finding something that lived on Earth millions of years ago. Use at least ten words from the box. You can add the word endings *-ed*, *-ing*, *-s*, or *-es* to some of the words if you need to.

rejoin	uncover	teeth	remove	unusual
shovel	discover	unlike	research	these
rebuild	when	reload	sharp	then
shape	shin	disconnect	unforgettable	where



Name _____

A. Finish the words by adding *th*, *sh*, *ph*, *ch*, or *tch*.

1. ben _____

5. lea _____

2. ca _____ er

6. _____ one

3. fre _____

7. ma _____ ematics

4. boo _____

8. wa _____

B. Write a story that includes at least four words that you wrote above.



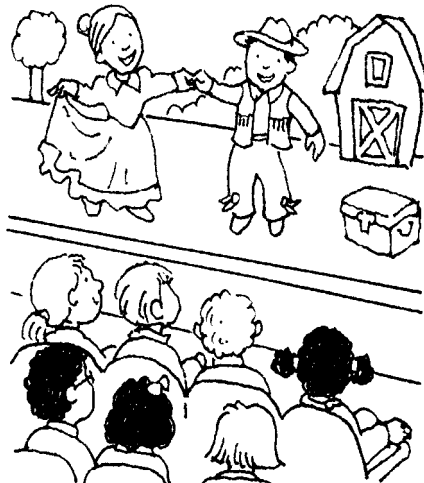
Name _____

Write a letter to a friend about a special event at your school. The event can be real or made up. Use all of the words from the box.

remember students perform effort proud mood

Dear _____,

Your friend,



Name _____

As you read *The Alvin Ailey Kids: Dancing As a Team*, fill in the Summarize Chart.

Main Idea	Summary
Main Idea	
Main Idea	

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How does the information you wrote in this Summarize Chart help you to better understand *The Alvin Ailey Kids: Dancing As a Team*?



At Home: Have your child use the chart to retell the story.

Name _____

Read each story. Write a sentence to summarize each story.

After school we go to the community center. There are so many things to do there. Choi goes to Homework Helpers. Nathan brings his tennis racket. He works with a tennis coach almost everyday. Sherry and I go to a dance class. We make a racket of our own! The metal taps on the toes and heels of the shoes slap and tap loudly on the wood floor. At five o'clock, our moms or dads come to pick us up.

Last Saturday our town held Field Day. There were races for adults and children. My mom ran a three-mile race, and I ran a one-mile race. There were tug-of-war contests and relay races, too. My favorite event was the bubble-blowing contest. The day was so much fun. I even won a prize for being the 8-year-old who blew the biggest bubble!



Name _____

As I read I will pay attention to the punctuation.

12 “Everything I do comes from my being a dancer. I love tap,
and I’ll do it until I can’t.”

19 Gregory Hines said that in 1997. At that time, he had been
30 a dancer for 48 years! Gregory was born in New York City in
42 1946. His family lived on Sugar Hill, in Harlem. Gregory
51 started tap dancing when he was just five years old.

61 Gregory and his brother Maurice were good **students**. They
70 started a tap dancing act when Gregory was only six years old.
82 They called themselves the Hines Kids. They learned a lot by
93 watching other good tap dancers. The Hines Kids became
102 good too!

104 During the week, Gregory and Maurice would go to school.
114 But every weekend, they would **perform**. They performed
122 even when Gregory hurt his right eye in an accident. 132

Comprehension Check1. What was life like for the Hines Kids? **Summarize**2. How do you know Gregory was dedicated to performing?
Summarize

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Use the dictionary and thesaurus entries to answer the questions.

Dictionary	Thesaurus
actor (ak-tur) <i>noun</i> A person who performs a part.	actor <i>synonym:</i> entertainer, performer <i>antonym</i> audience, spectator, fan
persevere (per-suh-veer) <i>verb</i> To continue to try in spite of difficulties.	persevere <i>synonym:</i> continue, endure, persist <i>antonym</i> quit, surrender

- Which word is a noun? _____
- What is the pronunciation of **persevere**? _____
- Quit** and **surrender** are antonyms of which word?

- What is the definition for **actor**? _____

- What is an antonym for **actor**? _____



Name _____

Read each word. Write *closed syllable* if the word ends with a closed syllable. Write *open syllable* if the word ends with an open syllable. Then add the letters *ch*, *sh*, *th*, or *tch* to the beginning or end of each word to make a new word. Write the new word on the line.

1. pit _____

2. elf _____

3. tea _____

4. no _____

5. arm _____

6. be _____

7. out _____

8. hi _____

9. boo _____

10. row _____



Name _____

Alliteration is the repeated use of the same beginning sound in a group of words.

Rhythmic patterns are sounds and words that repeat to make a rhythm.

Read the lyrics to this folk song. Then follow the directions.

It was on a bright September morn as all in bed we lay,
Our mother called to say to us, "Today is cleaning day."
For it's sweep, sweep, wipe, wipe, wash, wash away.
We're all at work about the house upon a cleaning day.

It was on a bright September morn as all in bed we lay,
Our father called to say to us, "Today is painting day."
For it's stir, stir, dip, dip, brush, brush away.
We're all at work about the house upon a painting day.

1. Draw a circle around an example of alliteration in these lyrics.
2. Underline two rhythmic patterns in these lyrics.
3. Write a sentence that shows alliteration.



Name _____

A. Write three words that begin with each blend listed below.**str****scr****spr**

_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Use six of the words you wrote above to write six sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Name _____

A. Write a word from the box for each definition below.

furious snoop emergency impatient demand sincerely

1. to ask forcefully _____
2. not able to put up with delay or problem calmly and without anger _____
3. very angry _____
4. done in an honest and true way _____
5. to sneak around in order to find information

6. having to do with something important or dangerous that needs fast action _____

B. Use at least two words from the box to write two sentences on the lines below.

7. _____

8. _____



Name _____

As you read *Click, Clack, Moo: Cows That Type*, fill in the Cause and Effect Chart.

Cause	Effect

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How does the information you wrote in this Cause and Effect Chart help you to better understand *Click, Clack, Moo: Cows That Type*?



At Home: Have your child use the chart to retell the story.


Name _____

A. Write a cause or an effect to complete each sentence.

Use words that signal a cause such as *if, then, because, since, so, and therefore*.

1. _____
we had to hurry home.
2. On Saturdays there is no school

3. _____
we trained the dog to fetch it.
4. _____
we had to buy a new one.
5. My neighbor needed help

B. Draw a picture to go with one of the sentences you wrote.

Name _____

As I read I will pay attention to and copy intonation, emphasis, and tempo.

8 Mrs. Periwinkle's country store stood at the end
 of Cherry Blossom Lane.
 12 It was famous for the beautiful knitted woolens sold there.
 22 If you were to **snoop** around the store, you would see
 33 Mrs. Periwinkle. She would be scrubbing, sweeping, or knitting.
 42 One morning Mrs. Periwinkle was dusting and fussing even
 51 more than usual.
 54 Her new helper was about to arrive at the store.
 64 Clip-clop-trip-trop went the sound of hooves up the pebbled path.
 77 "She's here!" Mrs. Periwinkle hung up her duster, then flung
 87 open the front door.
 91 She bounced down the path, eager to greet Angora.
 100 "Welcome, Angora," said Mrs. Periwinkle. "Come inside." 107

Comprehension Check

1. Why was Mrs. Periwinkle working so hard to clean up her store? **Cause and Effect**
2. Where is this scene taking place? **Character and Setting**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Look at the thesaurus entry. Then read each sentence below. Figure out which meaning of *high* is used in the sentence and write its number on the line.

high *adjective* **1.** Having great height. *The mountains are **high**.* tall, lofty, towering **2.** Greater than others in importance, amount, or size. *Tim got a **high** score on that game.* top, peak, maximum **3.** Describing a sharp sound. *I heard the bird's **high** chirps in the morning.* sharp, shrill, piercing

1. He stacked the blocks so high. _____
2. The high notes were hard to sing. _____
3. She had a high test score. _____
4. He has a high position with the company. _____
5. That nest is high on the cliff. _____
6. My dog can hear high notes. _____

**B. Write a sentence that uses a synonym for *high*.
Then tell which definition you used in your sentence.**



Name _____

Write five sentences. In each sentence use a singular possessive noun and a word that has a *scr-*, *spr-*, or *str-* blend. Use each consonant blend at least once.

1. _____

2. _____

3. _____

4. _____

5. _____



Name _____

Look at each calendar. Finish filling in all the dates.
Then write an answer to each question below.

FEBRUARY						
SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

MARCH						
SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

1. Name two ways the two months are alike.

2. Pick any Tuesday. Color it blue. Count 5 more days. Color the fifth day yellow. What day of the week is the yellow day?

3. Which month is more like the other months of the year? Why?

4. If today is February 25, how many days is it until March 3?

5. Which month has more Mondays?



Name _____

A. Write the synonym from the box for the underlined word in each sentence.sincerely
accidentperform
impatientremember
frantically

1. Did you recall my birthday? _____
2. Lee gets restless when standing in long lines.

3. I will present a song for you. _____
4. In the disaster I scraped my elbow. _____
5. They wildly searched for the lost dog. _____
6. Danny truly apologized. _____

B. Match each word to its *antonym*. Write the letter on the line.

- | | |
|--------------------|--------------|
| 1. delicious _____ | a. deny |
| 2. furious _____ | b. gross |
| 3. unable _____ | c. rebels |
| 4. confirm _____ | d. ashamed |
| 5. proud _____ | e. capable |
| 6. obeys _____ | f. delighted |

Name _____

A. These words have more than one meaning. Draw a line from each word to two different meanings.

- | | |
|-----------|---|
| 1. leaves | a. not careful |
| | b. to observe |
| 2. strike | c. the black center of your eye |
| | d. to hit |
| 3. pupil | e. green parts growing from the stem of a plant |
| | f. the call when the batter misses a pitch |
| 4. watch | g. goes away |
| | h. an itchy, red patch of skin |
| | i. a clock worn on the wrist |
| 5. rash | j. a student |

B. Write the definition for each word. Then use the word in a sentence. Write it on the line.

1. gasped _____

2. enormous _____

3. ancient _____

Name _____

Study the code. Then use the code to write the correct word that completes each sentence.

a	b	d	e	f	g	h	k
1	2	3	4	5	6	7	8

l	n	o	p	r	s	t	y
9	10	11	12	13	14	15	16

- Megan was [2, 11, 13, 10] _____ in June.
- The opposite of south is [10, 11, 13, 15, 7] _____.
- The [14, 15, 1, 13] _____ was shining brightly.
- Polly ate her salad with a [5, 11, 13, 8] _____.
- Rachel bought some [16, 1, 13, 10] _____ to knit.
- Keith rode a [7, 11, 13, 14, 4] _____ through the meadow.
- Three feet equals one [16, 1, 13, 3] _____.
- Be careful, the pencil point is very [14, 7, 1, 13, 12] _____.

_____.



Name _____

A. Use a word from the box to solve each riddle.

itches puddles handy preen beasts nibble

- | | |
|---|---|
| <p>1. These are filled with water.
If you step in them, your feet
will get wet.</p> <p>_____</p> | <p>2. You do this to take small
bites of food.</p> <p>_____</p> |
| <p>3. These are wild animals.
Some may be afraid of them.</p> <p>_____</p> | <p>4. This describes something
that is helpful. It means the
opposite of useless.</p> <p>_____</p> |

B. Write a riddle or a sentence for each word you did not use.

- 5.** _____

- 6.** _____

Name _____

As you read *Splish! Splash! Animal Baths*, fill in the Compare and Contrast Chart.

Animal	Animal	Animal
Behavior	Behavior	Behavior

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How does the information you wrote in this Compare and Contrast Chart help you to better understand *Splish! Splash! Animal Baths*?



At Home: Have your child use the chart to retell the story.

Name _____

Choose two animals, one land animal and one water animal. Write their names on the lines. Write a paragraph that explains how the animals are alike. Then write a paragraph that explains how they are different.

Alike

Different



Name _____

As I read, I will pay attention to the punctuation in each sentence.

10 Sloths eat, sleep, and even have babies upside down. They
 21 use their huge claws to hang from high branches in trees.
 31 They can sleep up to 20 hours a day while hanging!
 42 Sloths live in the rain forests of Central and South America.
 53 Rain forests are very warm, wet forests. It rains there almost
 64 every day. Rain forests are homes to millions of plants and
 65 animals.
 75 Sloths are nocturnal. They sleep during the day and are
 87 active at night. But even when they are moving, sloths are still
 the slowest mammal on Earth. 92

Comprehension Check

1. How are sloths unique among mammals? **Compare and Contrast**
2. Where do sloths live? When are they awake? **Character and Setting**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Title: _____

[illegible]

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Name _____

A. Read the clues and write a word to fit each description.

- 1.**
- Write two, one syllable words that have
- ar**
- in them.

- 2.**
- Write two, one syllable words that have
- or**
- in them.

- 3.**
- Write two, two syllable words that have
- ar**
- in them.

- 4.**
- Write two, two syllable words that have
- or**
- in them.

- 5.**
- Write two, three syllable words that have
- ar**
- in them.

- 6.**
- Write two, three syllable words that have
- or**
- in them.

B. Write a slash to separate the syllables.

- 7.**
- popular

- 8.**
- grasshopper

- 9.**
- mailbox

- 10.**
- kangaroo



Name _____

Write a short play. Create four characters and an interesting setting. Write the play on the lines.

Characters:

Setting: _____



Name _____

Find the words from the box in the puzzle. Then write each word in the correct column below.

turn	first	verse	fur	term	stir
her	sir	surf	clerk	thirst	spur

```

d s u r f s p u r b
v h t u r n i h k o
l g e i b k j r l t
y e r a r y u q d h
c x m p b f l e s i
l r d r y i g s q r
e c e f t r p r z s
r h g q c s d e g t
k s r w v t c v t f
  
```

words with **ir**words with **er**words with **ur**

1. _____ 5. _____ 9. _____

2. _____ 6. _____ 10. _____

3. _____ 7. _____ 11. _____

4. _____ 8. _____ 12. _____



Name _____

Read each word below. Find its synonym or antonym in the box. Then use each word from the box in a sentence. Write it on the lines.

wider saddest freezes imagine deserted balance

1. narrower _____

2. picture _____

3. happiest _____

4. stability _____

5. abandoned _____

6. boils _____

Name _____

As you read *Goose's Story*, fill in the Cause and Effect Chart.

Cause	Effect

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How does the information you wrote in this Cause and Effect Chart help you to better understand *Goose's Story*?



At Home: Have your child use the chart to retell the story.

Name _____

A. Match each cause in the first column with its effect in the second column. Write the letter of the effect on the line.

Cause**Effect**

___ 1. Someone put food in the bowl.

A. Birds flew south for the winter.

___ 2. It floated near a tree with sharp leaves.

B. The dog wasn't hungry anymore.

___ 3. Temperatures grew cold.

C. The balloon popped.

B. Write two possible causes to go with each effect that is given.

4. effect: The grass is wet.

cause: _____

cause: _____

5. effect: The plant leaves turned brown.

cause: _____

cause: _____

6. effect: Sarah did not go outside to play.

cause: _____

cause: _____



Name _____

As I read, I will pay attention to the punctuation in each sentence.

“Catch him!” Lindy shouted.

4 The monkey jumped on top of the boxes. It tried to balance,
16 but it could not. Crash! The boxes fell to the ground. The
28 monkey landed safely.

31 It was another day in the animal rescue center. Lindy’s
41 mom picked up the monkey.

46 “It’s good that it’s jumping around,” said Lindy’s mom.
55 “That means its broken leg is healing. Soon we’ll be able to
67 take it back to the wild where it belongs.”

76 The animal rescue center was in the African grasslands,
85 which were an hour from the nearest town. Lindy’s mom
95 was a doctor for the animals. They needed care all day and
107 night, so Lindy and her mom lived in a home next to the
120 center. Lindy couldn’t **imagine** living anywhere more fun. 128

Comprehension Check

1. Why was the monkey at the animal rescue center? **Cause and Effect**
2. How does Lindy feel about living next to the rescue center? **Make Inferences**

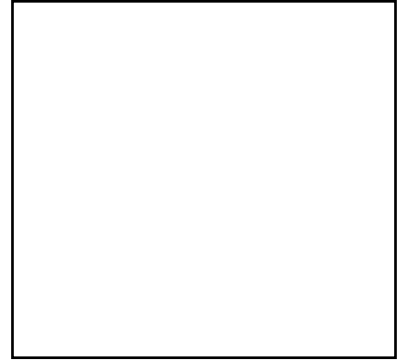
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Write a sentence about animals for each word. Then draw a picture to go with your sentence.

1. taller _____



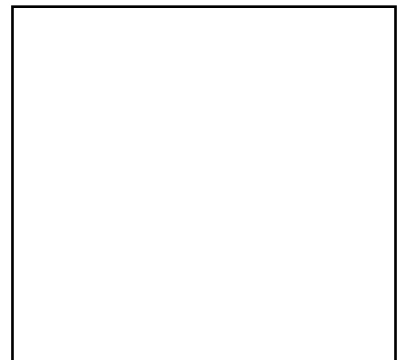
2. deepest _____



3. smaller _____



4. highest _____



Name _____

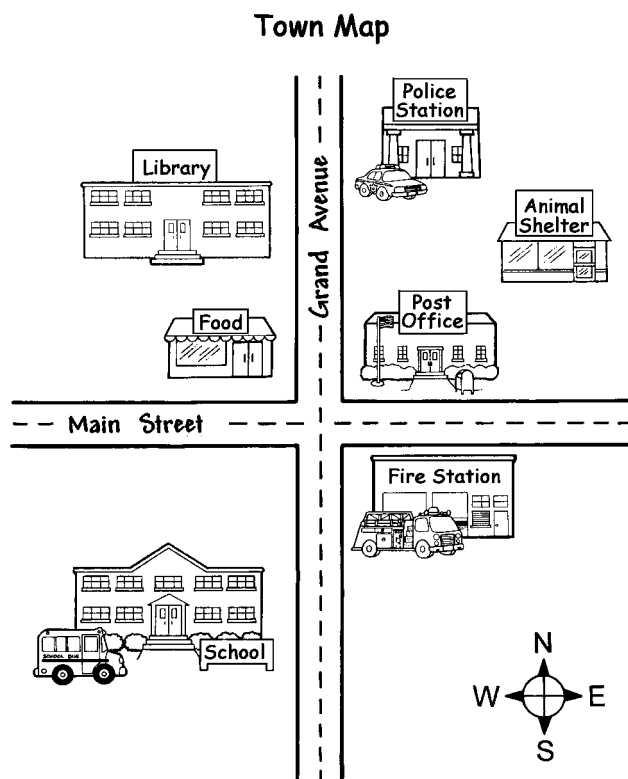
Use at least four words from the box to write a paragraph about animal survival. Circle the letters that spell the *r*-controlled vowel sound in each word that you use from the box.

bird	hibernate	survive	thirst	burrows
water	dirt	fur	surroundings	shelter



Name _____

Read the map and answer the questions below.



1. What is south of Main Street? _____
2. What is on the northeast side of Grand Avenue? _____

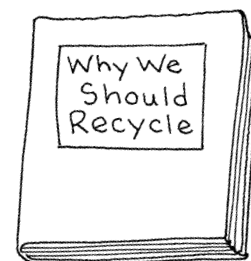
3. What direction would you have to travel to get from the school to the police station? _____
4. What is south of the library but north of Main Street? _____

5. What is on the southwest side of Grand Avenue? _____



Name _____

- A. Circle the word in each sentence that has the same vowel sound you hear in the words *could* and *shook*. Then write a word that has the same vowel sound and spelling as the word you circled.**



1. This book is about recycling. _____
2. Tina spread wood chips around the garden. _____
3. We should turn off the lights when we leave. _____
4. It is good to save water. _____
5. Paco took his trash to the bin. _____
6. Would you help me clean up this park? _____

- B. Write two sentences about recycling. Use two of the words you circled and wrote above.**


7. _____

8. _____



Name _____

A. Read each sentence. Write *T* if the sentence is true.**Write *F* if the sentence is false.**

- ___ 1. The foods an animal eats are its **remains**. 
- ___ 2. You should waste water if you care about **conservation**.
- ___ 3. It is good to help a friend who is in **trouble**.
- ___ 4. A pillow is the **hardest** thing in your house.
- ___ 5. **Conservation** of water is good for the Earth.
- ___ 6. **Extinct** animals can be found living near your home.
- ___ 7. The **remains** of a bird that has died could include bones and feathers.
- ___ 8. Most people enjoy having **trouble**.

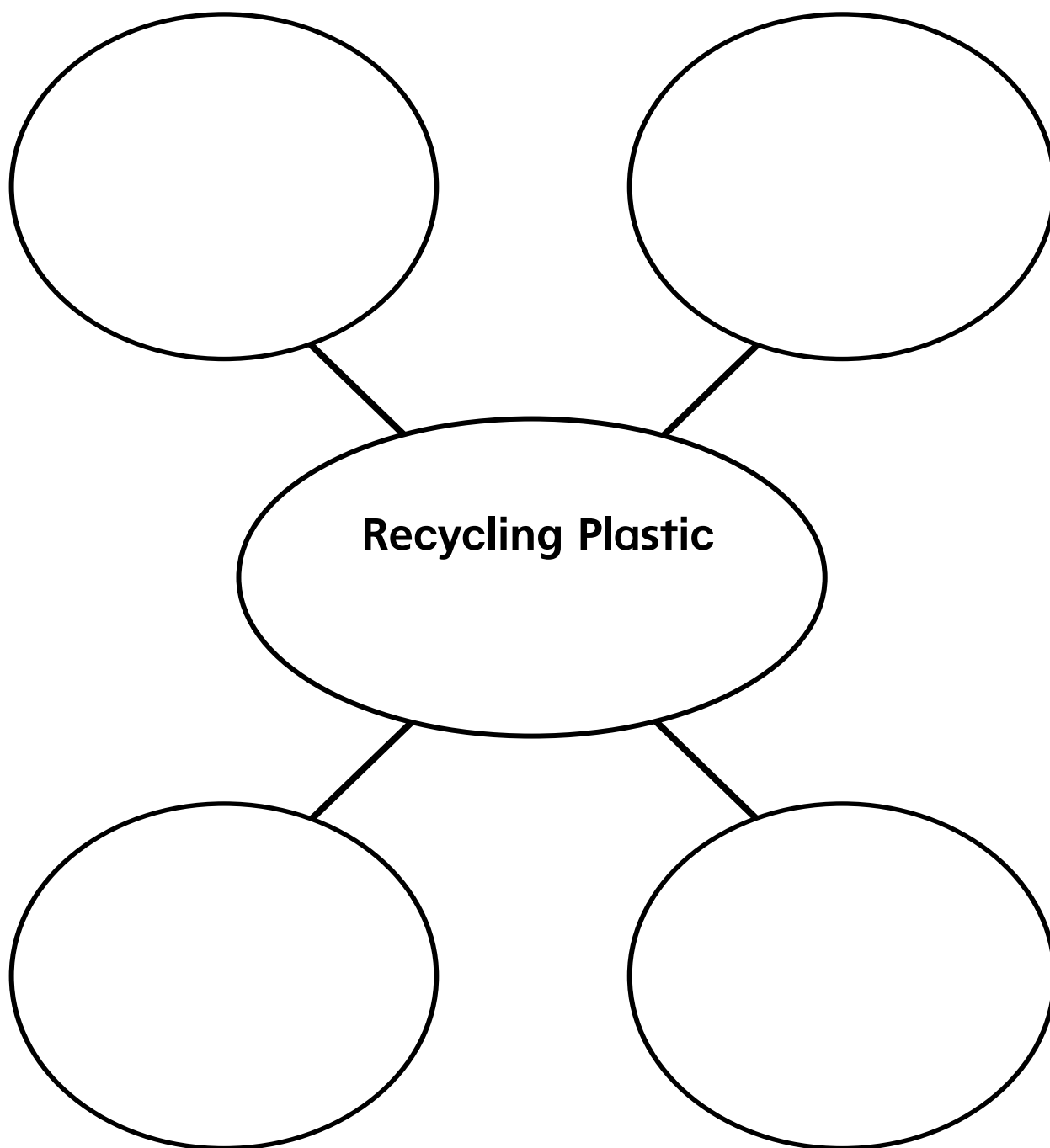
B. Write two sentences that correct false statements above.

9. _____

10. _____

Name _____

As you read *A Way to Help Planet Earth*, fill in the Description Web.



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How does the information you wrote in this Description Web help you to better understand *A Way to Help Planet Earth*?



At Home: Have your child use the chart to retell the story.

Name _____

Read the description. Then answer the questions.

The river near my home is full of life. You can see fish, birds, crabs, squirrels, and other animals there. The grass along the river's banks is tall and prickly. It smells the way the color green might smell. The water is cold and clear. You can see snails and pebbles on the river's bottom. Animals rustle in the tall grass. Birds call out to each other. If you stood near the river you might not guess it is near a city. But over the trees, you can see skyscrapers in the distance.

1. What can you see at the river?

2. What can you hear at the river?

3. What can you smell at the river?

4. What can you feel at the river?



Name _____

A. Read the paragraph. Then answer the questions.

On Earth Day, some kids in Ms. Lansing's class did a lot. Others did almost nothing. Kendra ran a cleanup of the school grounds. She got lots of kids from every grade to pick up trash. Kendra also ran a bake sale. She raised a lot of money. She sent the money to a group that saves rain forests. Percy read about recycling on the Internet. Then he wrote a list of things kids can recycle. Carlos did the least for Earth Day. He did just one little thing. He made sure to put his juice box in the right bin after lunch.

1. Which kid was **busiest** on Earth Day? _____
2. Underline the context clues that helped you figure out the answer to question 1.
3. Which kid was the **laziest** on Earth Day? _____
4. Draw a circle around the context clues that helped you figure out the answer to question 3.
5. Which kid was **busier** than Carlos but not as busy as Kendra? _____

B. Write a few sentences comparing a group of three or more things or animals.

6. _____



Name _____

Look at the article below. Then follow the directions.

Caring for Earth's Habitats**How can we care for the water?**

Keep water clean by picking up trash.

How can we care for the air?

Ride bikes and walk.

How can we care for the land?

Plant trees and recycle.

More ways to help care for Earth can
be found in the book *What I Can Do to Help*.

1. Underline the title of the article.
2. Draw a circle around the words that are in bold type. Then explain why these words are in bold type.

3. Draw a box around the words that are in italic type. Then explain why these words are in italic type.

4. What information is shown in the sidebar? _____

5. Write a caption under the picture.



Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

10 In 1986 the Pan African (which means “all of Africa”) Green
Belt Movement was started. Wangari’s good idea keeps spreading.
19 Many other countries now have groups who plant trees and help
30 people in villages. But a lot **remains** to be done.
40 Wangari Maathai’s idea was so good that she won a
50 Nobel Peace Prize in 2004. The Nobel Peace Prize voting committee
60 said about Wangari, “She thinks globally and acts locally.”
69 Wangari was proud to get the award. “It is not my own prize
82 but for the entire country,” she said. “And I’m told the whole of
95 Africa is celebrating.”
98 Wangari was also named “one of the 100 heroines of the
108 world” by a United Nations group. Her simple idea grew into
119 great action. It is helping with **conservation** and making people’s
129 lives better. 131

Comprehension Check

1. What is the Pan African Green Belt movement? **Description**

2. When did Wangari say, “I’m told all of Africa is celebrating”? **Sequence**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Rewrite each word. Put hyphens (-) between the syllables.
The first one is done for you.

1. blackberry black-ber-ry
2. hooked _____
3. watchful _____
4. hooded _____
5. neighborhood _____
6. suppose _____
7. overlooking _____
8. unsafely _____

B. Use syllables from the box to fill in the blanks and form words.

der	mem	stood	peck	un
wood	ber	er	re	

9. _____ + _____ + _____
10. _____ + _____ + _____
11. _____ + _____ + _____
12. _____ + _____ + _____



Name _____

boom

cool

blew

grew

true

blue

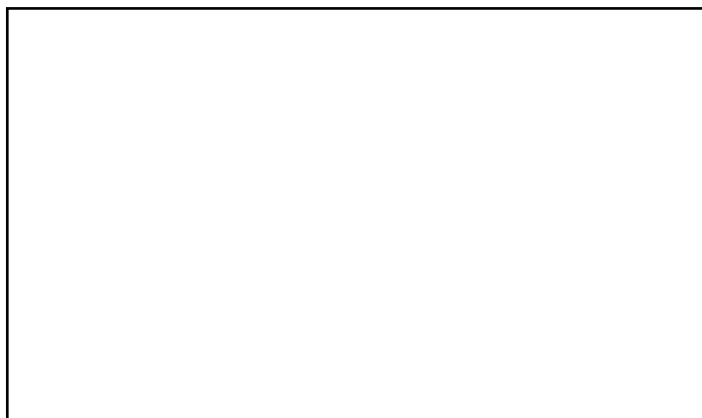
fruit

rainsuits

shoes

canoe

Write a silly newspaper article about a big storm and draw a picture for it. Use at least five of the words from the box in your article. Include a title, your name, and a caption for the picture. Circle the words from the box that you used in your story.





Name _____

Read the clues. Write the answers in the puzzle.

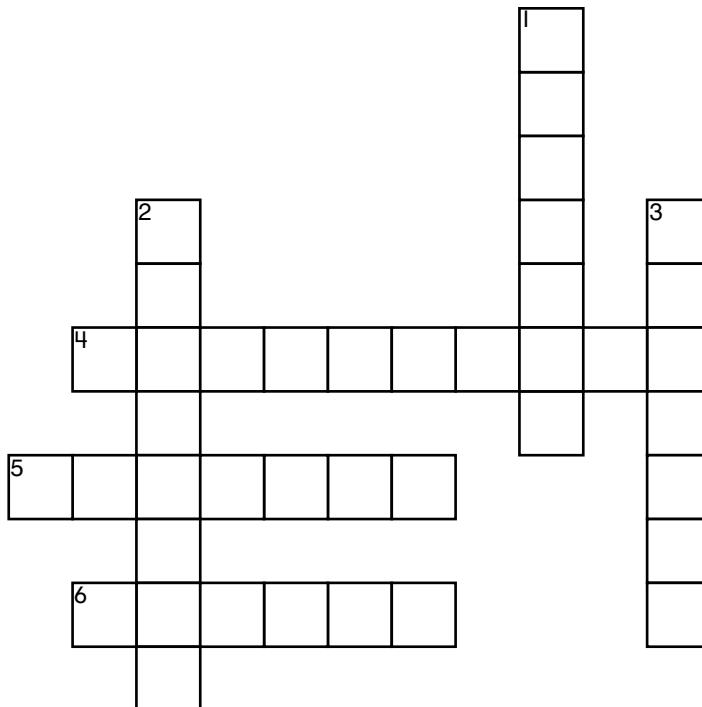
beware destroy grasslands prevent uprooted violent

Down

1. to stop from happening
2. pulled up by the roots
3. to ruin or make useless

Across

4. lands covered with grass, often used as pasture
5. happening with or because of strong force
6. to be on guard against



Name _____

As you read *Super Storms*, fill in the Predictions Chart.

What I Predict	What Happens

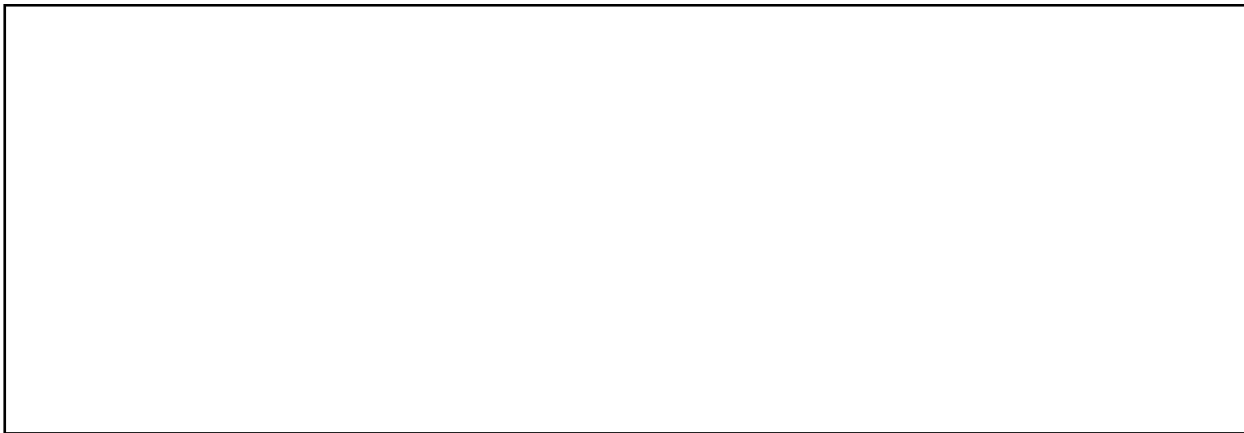
How does the information you wrote in this Predictions Chart help you to better understand *Super Storms*?



Name _____

Read the story. Draw a picture that shows what might happen next. Then write your prediction and ending to the story on the lines below.

It was the worst storm to hit in the last twelve months. Dangerous winds whipped through the park. Tree branches littered the paths. Garbage cans overturned and trash flew everywhere. Luckily no one was hurt, but a few bird nests were ripped from the trees. Pieces of broken eggshells lay shattered on the ground. Park workers and volunteers stood and looked at the damage.





Name _____

As I read, I will pay attention to tempo and the pronunciation of the vocabulary words.

10 The wind began to howl. Long blades of grass swished
and swayed.

12 They watched as a bush broke free of its roots. It flew
24 through the air and landed on the dirt.

32 “This is wild,” Juan said. “The wind just **uprooted** that bush!”
43 Pedro turned his horse toward home. “Everyone, home! Now!”
52 he yelled.

54 Shadow was upset. Juan watched as a bolt of lightning split
65 the sky in two. The sky grew dark.

73 Luisa rubbed Sadie’s neck to calm her. Then she looked at
84 Juan and Shadow. Luisa could see the whites of Shadow’s
96 eyes, which were wide with fear.

100 They heard a noise that sounded like the stomach rumble
110 of a hungry giant. **Violent** thunder cracked around them. 119

Comprehension Check

1. What is happening with the weather? **Draw Conclusions**

2. What are Sadie and Shadow? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Write a smaller word next to each word below to make compound words.

1. back _____ 2. back _____ 3. back _____

4. down _____ 5. down _____ 6. down _____

7. _____ body 8. _____ body 9. _____ body

10. _____ light 11. _____ light 12. _____ light

13. home _____ 14. home _____ 15. home _____

16. snow _____ 17. snow _____ 18. snow _____

B. Write four sentences using the compound words you wrote.

19. _____

20. _____

21. _____

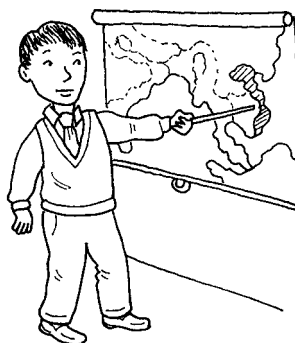
22. _____



Name _____

Use some of the words in the box to finish the story. Tell how Mr. Loop's class will raise the money to help others. Then circle the story words that have the vowel sounds you hear in the words *cool*, *fruit*, *new*, *clue* and *shoe*.

food	school	few	new	blue
glue	fruit	suit	shoes	canoe



Mr. Loop's class raises money to help others who need it. This year his new class will help the victims of a recent typhoon. The typhoon struck Southeast Asia last Monday at noon.

Mr. Loop _____



Name _____

Read the words to this nursery rhyme. Then answer the questions below.

Willie boy , Willie boy,

Where are you going?

Oh, let us go with you

This sunshiny day.

I'm going to the meadow

To see them a-mowing.

I'm going to help the girls

Turn the new hay.

1. What words are repeated in this rhyme? _____

2. What is the mood in this rhyme? _____

3. Which words or lines help create that mood? _____

4. Write your own short poem on the lines below. Include repetition and words that give your poem a certain mood.



Name _____

Make up a silly story about going on a camping trip by answering one of the questions below. Use at least four words from the box. Write the story on the lines.

because	claw	cause	hawk	squawk	haul
fawn	caught	saw	autumn	dawn	yawn

- a.** What happened when you saw a hawk's nest in the tree right next to your tent?
- b.** What happened when a fawn, or a young deer, and its mother got really close to your campsite?



Name _____

Use the code to figure out what the vocabulary word is.
Write it on the line. Then follow the directions.

Code

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. 7-12-1-14-3-5-4 Write an antonym for this word.

2. 7-12-5-1-13-5-4 Write a synonym for this word.

3. 2-5-12-15-22-5-4 Write an antonym for this word.

4. 16-18-15-13-9-19-5-4 Write a synonym for this word.

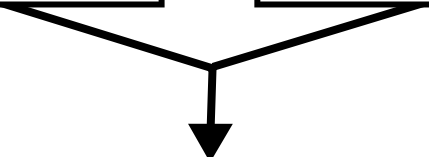
5. 23-9-7-7-12-5-4 Write a synonym for this word.

6. 14-15-2-12-5 Write an antonym for this word.

Name _____

As you read *Nutik, the Wolf Pup*, fill in the Inference Chart.

What I Read	What I Know



My Inferences

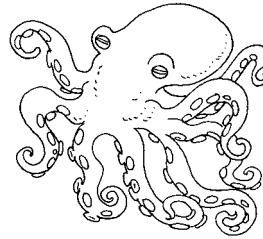
How does the information you wrote in this Inference Chart help you to better understand *Nutik, the Wolf Pup*?



Name _____

Read the passage and answer the questions below.**The Octopus**

There are over 250 different kinds of octopuses. They come in many sizes, from 30 feet long to only 4 inches long. People once believed the octopus was a sea monster. They told stories about huge octopuses. People thought that octopuses pulled ships under water. Today we know that these stories were just fiction. The real octopus is a shy sea creature.



An octopus has a soft body with no outer shell. It has eight arms. Its arms are lined with strong suckers. The suckers help it hold on to rocks and other objects. Octopuses have a lot in common with snails and clams, but they are much more intelligent. Some scientists say octopuses may be as smart as dogs are.

1. Why do you think people once believed that the octopus was a sea monster? _____

2. Is an octopus bigger or smaller than a snail? Explain.



Name _____

As I read, I will pay attention and copy tone and expression.

Grasslands are big open spaces where tall grass grows. When the wind blows, grasslands look like rolling seas of grass.

The grasslands of Africa are famous for being full of animals. Lions sometimes live and hunt here. Their cubs play hide-and-seek in the tall green and brown grass.

There are two major types of grasslands: tropical grasslands and temperate grasslands.

Tropical grasslands are hot all year. Most of them have heavy rain in the summer. Africa has tropical grasslands.

Temperate grasslands have hot summers and cold winters. Often there are strong winds because few trees grow there. North America has a large temperate grassland area.

Soil is important in grasslands. Grassland soil is rich and dark. This helps plants and grasses grow.

The grasses' roots are also important. They hold the soil together.

Comprehension Check

1. What causes temperate grasslands to have strong winds?

Cause and Effect2. Do you think it would be hot in a tropical grassland region in the winter? **Make and Confirm Predictions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Complete the sentences. Use the verb in (). The first sentence should tell about an action happening in the present. The second sentence should tell about an action that happened in the past.

1. (stalk)

present: The lion and her cubs _____

past: The lion and her cubs _____

2. (scratch)

present: The polar bear _____

past: The polar bear _____

3. (howl)

present: The Arctic wolf _____

past: The Arctic wolf _____



Name _____

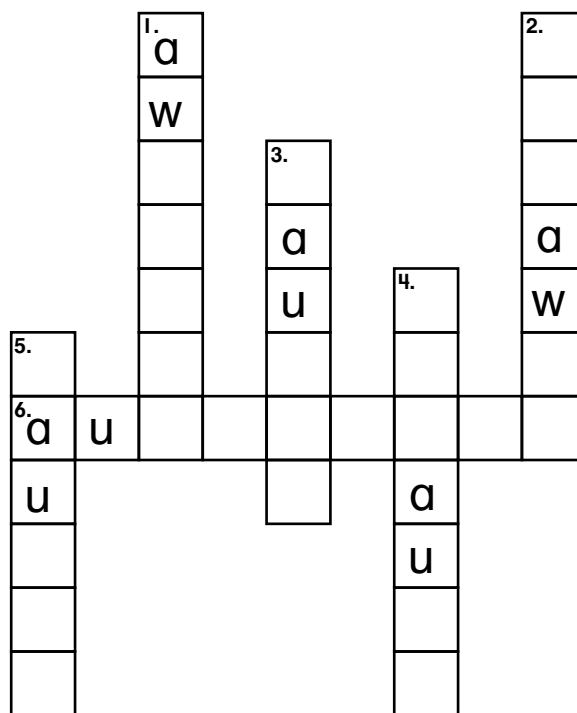
Read each clue. Write words with *au* and *aw* to complete the puzzle.

Across

6. groups of people who watch or listen to a show, speech, or other performance

Down

1. a synonym for *uncomfortable* or *ungraceful*
 2. When the parrot is upset, it makes this noise.
 3. A leaky _____ goes drip, drip, drip into the sink.
 4. I want to eat _____ I am hungry.
 5. what you do to a rocket to get it into space



Name _____

A. Suppose you have to write a one-page paper on one animal. Think about this research assignment as you answer each question below.

1. Write a topic that best fits the assignment. _____

2. Would an encyclopedia be a good reference source?

Why or why not? _____

B. The encyclopedia article on your animal has sections with heads. What kinds of information would you find under each head below?

3. Appearance: _____

4. Habitat: _____

5. Diet: _____

6. Birth and Care of Young: _____



Name _____

Complete the sentences.

1. A **nurse** helps _____
2. The **violent** storm _____
3. Good **conservation** is _____

4. The **saddest** thing that I know of is _____

5. My most **beloved** toy is _____ because _____

6. The _____ **nibbles** on _____
7. When I go to a **farm**, I would like to _____

8. My **hardest** chore is _____

9. You can help **prevent** _____

10. Because of the rain, we **could** not _____

Name _____

Write the word from the box that completes each sentence.

suit	extinct	itches	caught	deserted
noble	preen	grasslands	gleamed	balance

1. The poison ivy gave Audrey _____ on her leg.
2. We looked through the house, but it was _____.
3. The polished trophies _____ in the sunlight.
4. Zebras and giraffes roam the _____ of Africa.
5. The trapper _____ the monkey that escaped from the zoo.
6. The tyrannosaurus is an _____ animal.
7. The duck began to _____ to get the mud off its wings.
8. Tina had to _____ as she walked on the beam.
9. Jerry got a new _____ to wear.
10. The wolf on the hilltop looked grand and _____.

Name _____

Diphthong: *ow, ou*

Write a word that matches each description. (Hint: Each word has the letter pair *ow* or *ou* in it.) Then use each word in a sentence.

1. the opposite of north

2. a circus performer who wears a red nose and large shoes

3. what you might say if you cut your finger

4. a tall building

5. say something loudly

6. the color of chocolate

7. a cloth you use to dry yourself



At Home: Have your child think of three words that have *ou* or *ow*. Then have him or her write a sentence for each one.

Name _____

Play this game with a partner.

1. First make a word card for each word in the box. Then write the definition of the word on the back of the card. Shuffle the cards. Put them in a pile.
2. Take turns picking a card. Read one side of the card only. Tell the meaning for the word or give the word for the meaning.
3. Keep the cards you get right. Play until there are no cards left.
4. Play again, but this time, use each word in a sentence. Write your sentences on the lines.

beyond ranger's lengthy burrow warning distant

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Name _____

As you read *Dig, Wait, Listen: A Desert Toad's Tale*, fill in the Author's Purpose Chart.

Clue

Clue

Author's Purpose

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How does the information you wrote in this Author's Purpose Chart help you summarize *Dig, Wait, Listen: A Desert Toad's Tale*?



At Home: Have your child use the chart to retell the story.

Name _____

A. Read the story below. Write a short summary that tells the author's purpose.

Many desert animals come out only at night. The desert is much cooler at night because the sun is not shining. Many bats, snakes, rodents, and some larger mammals, like foxes and skunks, sleep in a cool den or cave, or burrow during the day. A few desert animals, like the Round-tailed Ground Squirrel, sleep away the hottest part of the summer. They also hibernate in the winter. Some desert animals, like Desert Toads, remain deep in the ground until it rains. Then they come out to breed, to lay eggs, and to get more food and water to store for another long period.

B. Be an author. Write a short story with the purpose to entertain or persuade. Then write your purpose at the end of your story.



Name _____

As I read, I will pay attention to expression.

Many mammals live in the Kalahari Desert. They have very little water to drink. Some mammals eat only thornbushes and dry grass. Others eat small rodents, bugs, and lizards.

Meerkats live in the Kalahari's grasslands. They are good hunters that attack without warning. The meerkats eat lizards, small rodents, and bugs. They even eat poisonous scorpions. They bite off the scorpion's stinger, and then eat the rest.

Gemsboks are huge antelopes. They can live for months without water. Gemsboks cool themselves down by taking short quick breaths. This helps them to keep their heads cool, even when their bodies are hot.

Gemsboks live in parts of the desert that have grass and trees. They eat grass and will dig for plant roots to eat.

Many desert animals move slowly. That makes hunting easy for lions and cheetahs.

Lions live in groups of twelve or fewer lions. 146

Comprehension Check

1. What is the author's main topic? **Author's Purpose**
2. How is a meerkat's diet different from a gemsbok's? **Compare and Contrast**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

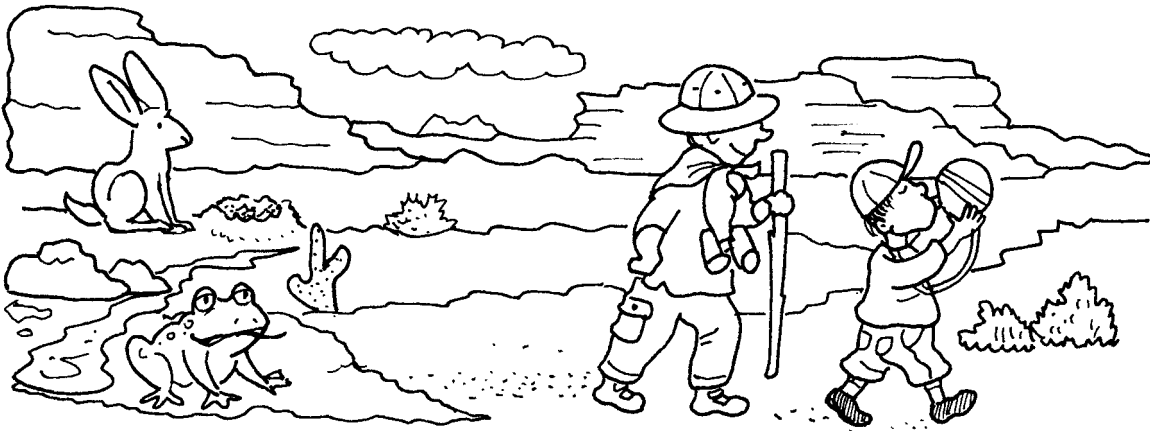
Look at the picture. Use the clues in the picture to write a story about the desert. Use the possessives in the box .

rabbit's

toad's

boy's

man's



Title: _____



Name _____

Read the words in the box. Write a synonym and an antonym for each word in the correct column.

- | | | | | |
|----------|----------|---------|----------|----------|
| 1. happy | 2. shout | 3. loud | 4. large | 5. town |
| 6. cold | 7. tall | 8. now | 9. old | 10. fast |

Synonym

Antonym

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Name _____

Read the paragraph. Write information from the paragraph to complete the chart.

Desert Animals

Jack rabbits, hedgehogs, and rattlesnakes are three animals that live in the desert. Jackrabbits have long ears and powerful legs. They eat grass, leaves, and twigs. Hedgehogs have spiky spines. They eat insects, mice, lizards, and eggs. Rattlesnakes have scaly skin and a rattle on their tail. They eat lizards and small animals.

Desert Animals		
Animal	Characteristics	What They Eat



Name _____

A. Make new words, but keep the letters that stand for the vowel sound. Fill in each blank as you add or change letters to make the new word. The new words you will make are in the box.

coin royal soil toy point noise

Example:

oil b oil boil

1. join

2. foil

3. coil

____ oin ____

____ oi ____

____ oil

4. boy

5. joy

6. voice

____ oy

____ oy ____

____ oi ____ e

B. Use at least two of the words above in a short paragraph that tells about putting on a play.



Name _____

A. Circle the words from the box in the word search puzzle.

jabbing agreed randomly signal gathered

a	g	a	t	h	e	r	e	d	h
g	a	m	g	u	r	e	p	i	p
r	t	j	a	b	b	i	n	g	t
e	k	s	o	j	d	t	q	h	x
e	l	a	n	g	i	s	l	b	u
d	r	a	n	d	o	m	l	y	b

B. Use three of the words in sentences that tell something about writing a play.

1. _____

2. _____

3. _____

Name _____

As you read *Pushing Up the Sky*, fill in the Problem and Solution Chart.

Problem
↓
Steps to Solution
↓
Solution

How does the information you wrote in this Problem and Solution Chart help you to better understand *Pushing Up the Sky*?



Name _____

Read each problem or solution. Write a missing problem or solution that makes sense.

- 1. Problem:** Pat has to spend time doing a project for school. She wants to go see a movie with friends.

Solution: _____

- 2. Problem:** _____
- _____

Solution: The school held a bake sale so they could make more money for the club.

- 3. Problem:** There were not enough children to fill all the parts in the play.

Solution: _____

- 4. Problem:** _____
- _____

Solution: They saved their money for many weeks.



Name _____

As I read, I will pay attention and copy tone and expression.

13 **Narrator:** This play is from an old folk tale. It takes place a
26 long, long time ago. It's a tale about the sun, the moon, and
some of the stars in the sky.

33 It was daytime, and the Moon was trying to rest. But some of
46 her children were making a lot of noise. The Moon's children
57 were stars.

59 **Moon:** Come and rest, children!

64 **Star Children:** Not yet, Mother! We are playing in the sky.

75 **Moon:** You should not be twinkling during the day, children.
85 You should rest. You have to sparkle tonight!

93 **Star Children:** But we want to play, Mother. We like the
104 daytime. We can see our father as he shines!

113 **Narrator:** The Star Children's father was the Sun.

121 **Moon:** Then I will tell your father when he comes home that
133 you were not good.

137 **Narrator:** That evening, their Sun Father came home. 145

Comprehension Check

1. How are the sun, moon, and stars like a family in the play?

Character and Setting

2. Why do the children want to stay outside? **Main Idea and Details**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Add the endings *-ly*, *-ed*, or *-ing* to the base words to make as many words as you can. Make spelling changes if you need to.

free	quick	grab	slow	try	neat
clear	quiet	safe	clap	dance	loud

B. Use at least three of the words in three sentences to tell what people watching a play often do.

1. _____

2. _____

3. _____



Name _____

A. Proofread the following flyer. Cross out each word that is used or spelled incorrectly. Write the correct word above it.

Please come too try out for the school play. It's about a girl and a boi whose family wants to bye a ship. The family wants to sale around the world. Their are ate people in the family.

We want to poynt out that you must be on time to try out for the play. Joyn us in the school auditorium at won o'clock.

We think we will be threw in about one our . We hope to see you they're!

B. Read the words. Write a homophone for each one.

1. bare _____

2. for _____

3. road _____

4. weak _____



Name _____

Imagine that you are a writer for an entertainment magazine. You are going to interview your favorite actor or singer.

1. Who would you interview? Why?

2. Write three questions you would ask this person.

3. Why would an interview be a good way to get the answers to these questions?

4. Why do you think people read interviews?



Name _____

Schwa: *a*

A. Find ten words that begin or end with the schwa sound in the word puzzle below. Circle the words as you find them.

q	z	a	b	o	u	t	d	g	v	t	a
e	e	f	r	t	c	d	w	o	k	g	i
k	b	b	t	j	x	o	p	k	l	m	r
a	r	n	f	a	e	h	m	u	a	d	d
w	a	z	z	i	p	n	s	m	v	b	s
a	x	c	j	g	a	p	y	k	a	l	o
z	c	a	h	e	a	d	l	b	l	g	f
a	o	p	t	r	t	r	p	e	i	k	a
c	m	a	m	a	g	h	b	m	k	n	v
r	q	n	i	a	g	a	d	d	e	w	s

B. Choose five of the words you circled above. Write a sentence for each word on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____



Name _____

A. Choose a word from the box to match each clue. Write the word on the line.

areas

oceans

planet

vast

voyage

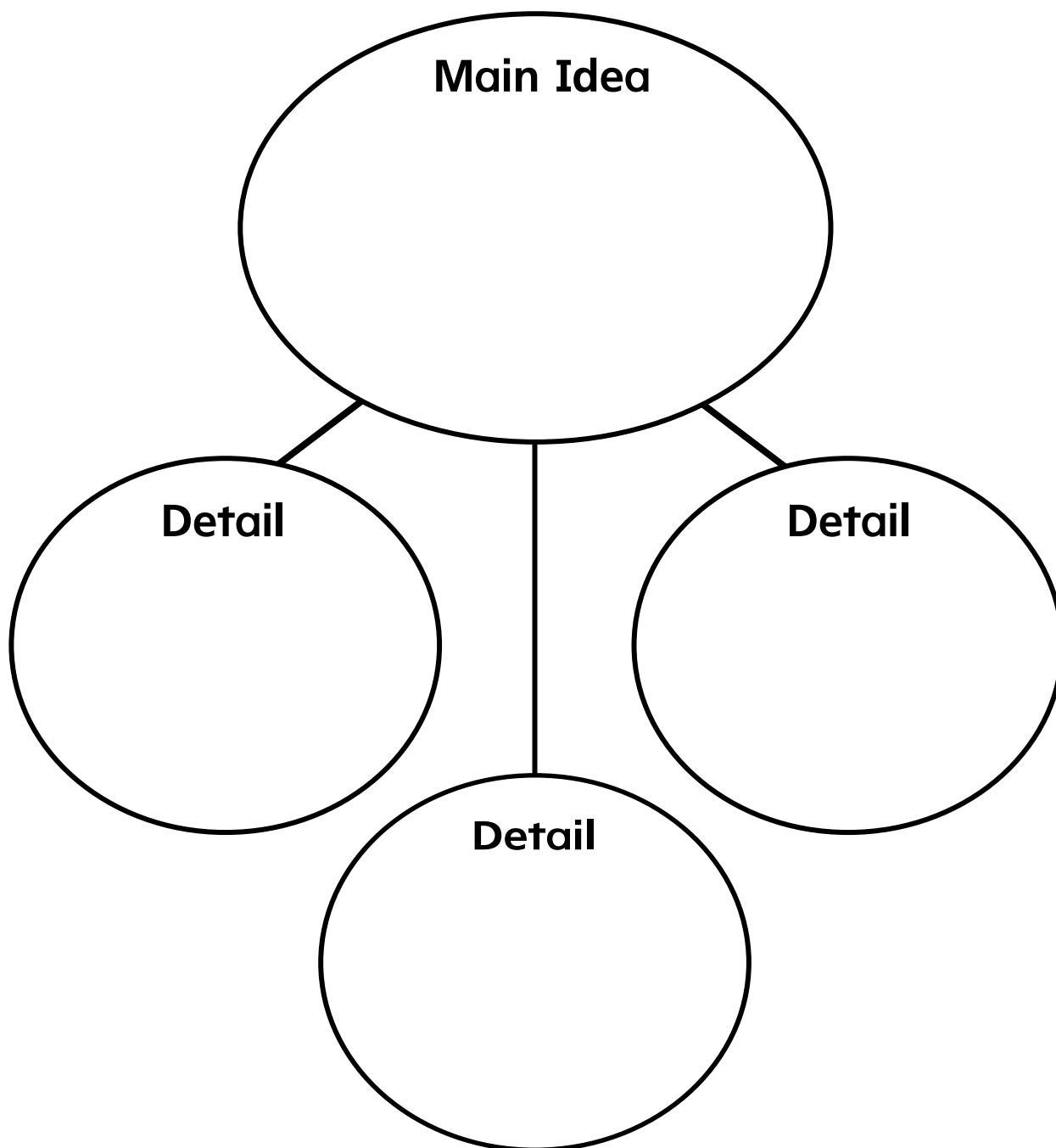
1. These are huge bodies of salt water. _____
2. This is a long trip by sea, air, or land. _____
3. This is a large object in space that travels around the Sun.

4. These are places, or sections of a place. _____
5. This word tells about something huge. _____

B. Write a paragraph using all five words from the box.

Name _____

As you read *Columbus Explores New Lands*, fill in the Main Idea and Details Web.



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How does the information you wrote in this Main Idea and Details Web help you summarize *Columbus Explores New Lands*?



At Home: Have your child use the chart to retell the story.

Name _____

Read the paragraph. Then answer the questions.

Marco Polo was one of the first Europeans to see Asia. He went to China, India, and many other places. His trip took 24 years. When he got back, he told remarkable stories. People in Europe were amazed. They had never heard of burning black stones for heat. That was coal! They did not know about paper money, silk, or pasta. Many people did not believe him. They called him “man of a million lies.” He swore his stories were true. He said he did not even tell half of what he saw. People would not believe what he had already told them. He did not need to tell them more!

1. What is the main idea of the paragraph?

2. What are three details that tell about the main idea?

Detail: _____

Detail: _____

Detail: _____

3. What is a detail that does not tell about the main idea?

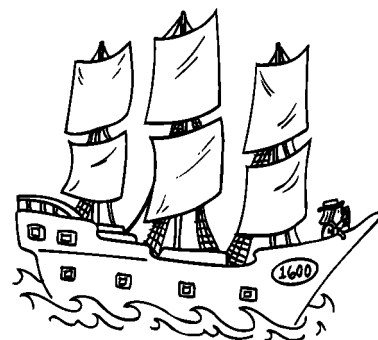
Detail: _____



Name _____

Read the paragraph. Then answer each question.

If you were a sea explorer, you would spend plenty of time on a ship. You could stand on the bow and look ahead to search for land. You could walk back to the stern and watch if a whale swam by. A sailor on the starboard side of the ship might see some pirates coming from the right. If so, you better run over to the port side to see if they are on the left side! You might even climb the mast to get a better look from above. Every night you climb down the hatch and sleep below.



1. What are a bow and a stern?

2. What are starboard and port?

3. What do all the underlined words have in common?

4. What clues helped you to know what the underlined words mean?



Name _____

A. Answer each question.

1. How would you find information on the Internet about explorers in the South Pole?

2. What would you like to learn about explorers? How would you find information on the Internet to answer your question?

B. Explain what each term is below.

3. search engine _____

4. key words and phrases _____

5. URL _____

6. home page _____



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words.

10 Around 3,000 years ago, Greece and the city of Troy were
20 at war. Legends say that 10,000 Greek ships made a sea
voyage to attack the city at the edge of Turkey.

30 The war between Greece and Troy lasted 10 years. It ended
40 when some Greek soldiers hid in a huge wooden horse. They
51 tricked the people of Troy into pulling the horse inside the city
63 walls. Then the Greek soldiers attacked the city.

71 Years later, many people who heard the story thought
80 that Troy was not a real place. German archaeologist Heinrich
90 Schliemann (SHLEE-man) changed their minds. In 1871, he
97 began digging at a small hill on the coast of Turkey. He found
110 the remains of nine ancient cities buried inside the hill. One
121 city had large stone walls. The **vast** city looked the same way
133 Troy was described in legends.

138 Schliemann found treasure hidden inside a copper jug. 146

Comprehension Check

1. How did the war between Troy and Greece end? **Main Idea and Details**

2. Did it take long to find the remains of nine cities? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

**A. Write a short paragraph about exploring new lands.
Use at least five words from the box.**

away	Asia	along	America	ahead
afloat	across	afraid	ago	around

The Latin root word *ped* means “foot.” Use the root word and its meaning to write meanings for the words below.

pedestrian: _____

pedal: _____



Name _____

Figure out the missing word in each sentence. Each missing word has a silent *k*, *g*, *w*, or *b*. Write the word on the line. Then circle the silent letter in each word you write.

1. A car should stop at a stop _____.
2. A _____ is a very small buzzing insect.
3. A _____ is a cutting tool.
4. What is not correct is _____.
5. A _____ is a finger.
6. To print your name is a way to _____ your name.
7. Your _____ is part of your leg.
8. If you _____ the right answer, you are correct.
9. Clothes that need to be ironed are _____.
10. To go up a mountain, you must _____.



Name _____

Find and circle the six vocabulary words. Then match each word you find to a clue below. Write the word on the line.

B	L	Q	T	T	J	C	P
M	L	T	R	A	D	E	R
U	E	O	N	I	O	N	I
S	A	R	O	M	A	W	C
C	O	R	N	M	R	N	K
L	X	T	R	R	I	V	L
E	T	S	O	N	I	N	Y
S	C	E	N	T	B	N	G

1. This is a smell. _____
2. This is a pleasant smell. _____
3. These are the parts of our bodies that move our bones.

4. This describes something that is flowering and growing.

5. This describes something that has small, sharp thorns or points.

6. This is the exchange of one thing for another. _____



Name _____

As you read *The Ugly Vegetables*, fill in the Sequence Chart.

First



Next



Last

How does the information you wrote in this Sequence Chart help you summarize *The Ugly Vegetables*?



Name _____

Write a sentence that tells what is happening in each picture. Use the words *first*, *next*, and *then*. Then write a sentence that tells what happens last. Draw a picture to go with your sentence.

1.



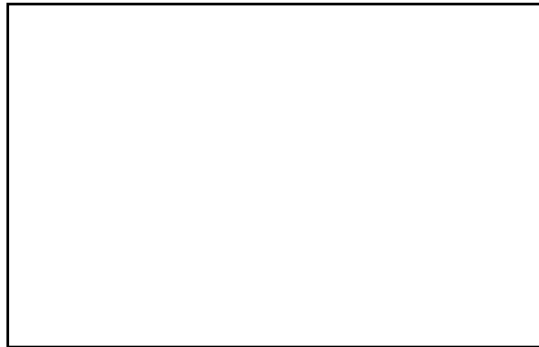
2.



3.



4.





Name _____

As I read, I will pay attention to the punctuation in each sentence.

10 Many scientists believe the first corn was grown in Mexico
19 more than 6,000 years ago. Corn helped change how people
lived.

20 Before corn, people found food by hunting animals and
29 gathering wild plants. People would move when there was no
39 more food left in a place. And they moved often. But then
51 people learned they could grow corn by dropping seed into
61 the ground. They became farmers and moved less often.

70 Some Native American groups grew corn. They knew they
79 had to settle in **areas** where corn grew well. So they picked
91 places that had rich soil, water, and sunshine. Growing corn
101 was hard work. People gained **muscles** as they planted and
111 cared for the corn. The **aroma** of cooked corn filled their villages.

123 These Native Americans planted their corn in the spring.
132 Then they picked, or harvested it, in summer. They learned
142 many different uses for corn. 147

Comprehension Check

- Before corn, what did people do when there was no more food left in a place? **Problem and Solution**
- Describe areas where corn can grow well. **Description**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Write a pair of homophones from the box to complete each sentence.

horse	knew	right	deer	weight
write	hoarse	dear	wait	new

1. Dad _____ Laura would be thrilled with a
_____ guitar for her birthday.
2. They must _____ on line to enter the “Guess the
Elephant’s _____ Contest.”
3. Whitney couldn’t ride her _____ because she
was still _____ from her cold.
4. I sent _____ Auntie Lee a letter telling her about
the _____ I saw in the backyard.
5. He can’t _____ with his _____
hand.



Name _____

A. Cross out the silent letter in each word.

gnu	thumb	design	wren
wrote	knife	gnome	knead
wrong	gnash	knot	wrestle
write	know	wring	knowledge
doubt	knight	climb	gnarled
gnat	knob	wrinkle	knapsack
gnaw	crumbs	knee	sign
assign	comb		

B. Use at least five of the words above to write a short story about something that happens in a garden.



Name _____

A. Check each thing on the list you know how to do.

___ Make a sandwich

___ Fix a snack

___ Take care of plants

___ Make leaf or potato prints

___ Play a game

___ Sprout beans

B. Pick one thing you checked. Write directions for it. Be sure your directions are in order.

Follow These Steps to _____

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____



Name _____

Follow the directions below.**1.** Write at least five words that have the **hard c** sound.

2. Write at least five words that have the **soft c** sound.

3. Write at least five words that have the **hard g** sound.

4. Write at least five words that have the **soft g** sound.



Name _____

A. Write the meaning of each vocabulary word.

1. spacecraft _____

2. footprint _____

3. surface _____

4. discovered _____

5. visible _____

6. lunar _____

B. Write a story about the moon using all the vocabulary words from above.

Name _____

As you read *The Moon*, fill in the Classify and Categorize Chart.

Observing	Visiting

How does the information you wrote in this Classify and Categorize Chart help you summarize *The Moon*?



Name _____

Follow the directions below.

1. Write your two favorite pastimes? They could be sports, hobbies, or any other thing you enjoy doing.

2. Pick one of the pastimes you wrote above. List some of the things you know about this pastime.

3. Reread your list above. Circle each thing that tells something about how to do the pastime.
4. Use the items you listed to write a paragraph about how to do this pastime. Add more information if you need to.

5. Now reread your paragraph. Cross out any sentence that does not tell how to do your pastime.



Name _____

As I read, I will pay attention to tempo and the pronunciation of the vocabulary words and proper nouns.

On July 20, 1969, astronauts Neil Armstrong and Edwin
 7 “Buzz” Aldrin landed on the moon. Their boots made
 16 footprints on the lunar surface.
 21 There is no weather or water on the moon. So rain will not
 34 wash the footprints away. And air or wind will not blow them
 46 away. The footprints may be **visible** for millions of years.
 56 The moon is close to earth. You can see the moon easily
 68 with just your eyes. But there is much more to see in the night
 82 sky. You just need the right tools.
 89 A telescope helps people see things that are very far away.
 100 You may use a telescope to see all of the bumps and craters
 113 on the moon. You might also see some planets. Planets are
 124 large bodies that move in a circle around the sun.
 134 The night sky is also full of stars. A star is a ball of
 148 burning gas. 150

Comprehension Check

1. What is one way to classify the planets in our solar system?

Classify and Categorize

2. How do you know this piece is not fiction? **Author's Purpose**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

In some **compound words** the smaller words often give clues to the word's meaning. Other compound words mean something slightly different.

A. Think about the meaning of each compound word in the box and the meanings of the two small words that make it up. Write the compound word below the heading that best describes it.

upset	bedroom	birthday	daylight
online	haircut	headset	outfit

1. Meaning comes from the two smaller words

2. Meaning does not come clearly from the smaller words

B. Use at least two of the words above in two sentences. Write them on the lines below.

3. _____

4. _____



Name _____

Find and circle each word in the box in the puzzle below.**If they have the soft *c* sound, shade the words blue.****Shade the words yellow if they have the soft *g* sound.**

across

again

carry

cycle

energy

face

frog

game

gem

gentle

good

wagon

w	c	y	c	l	e	n	g	g	e	j	a
g	p	p	n	m	o	h	e	s	l	f	c
e	m	g	o	g	a	m	m	c	t	s	r
n	e	v	a	h	b	g	l	e	n	t	o
t	m	w	c	a	r	r	y	t	e	a	s
l	h	a	n	g	e	a	f	r	o	g	s
e	i	n	k	s	y	g	c	w	z	x	t
l	a	y	d	g	q	a	f	r	a	h	p
c	a	r	r	f	b	i	f	g	o	o	d
y	y	e	h	a	q	n	k	t	o	s	b
c	n	x	d	c	x	n	i	g	a	m	e
e	n	o	z	e	x	h	r	e	m	h	b



Name _____

Write a story about the nighttime, a storm, or a topic that you find exciting. Use personification and imagery in your writing. Then draw a picture that shows some of the imagery and personification you used in your story.



Name _____

A. Imagine that you are an astronaut. Write a diary entry about your life. Use the words in the box.

distant vast planet voyage spacecraft lunar

B. Use two words from the box to complete each sentence.

blooming ranger's warning aroma

1. The _____ of _____ flowers made me smile.
2. We shared the _____ about the approaching storm with other hikers.

Name _____

Use the words in the box to complete the crossword puzzle.

surface

agreed

gathered

noise

signal

knit

trade

afraid

giant

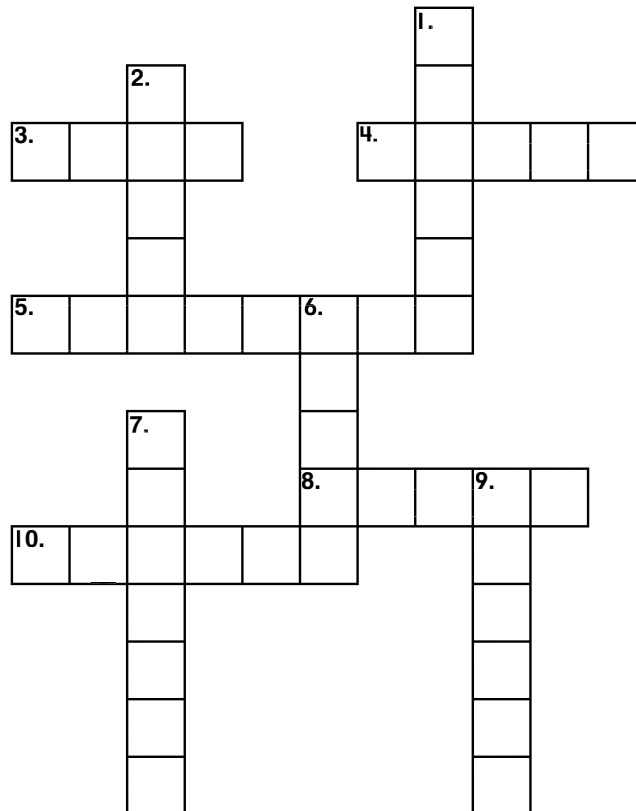
round

Across

3. use yarn and two needles to do this
4. an exchange
5. collected
8. an unpleasant sound
10. said yes to something

Down

1. scared
2. extremely large
6. the shape of a circle
7. the top layer
9. a sign, action, or gesture used to communicate



Name _____

Search the puzzle for the words in the box. Circle each word as you find it. Then write it under the correct column below.

badge	hinge	large	fudge	merge
urge	judge	edge	orange	cartridge

h	a	m	e	r	g	e	o	j
h	i	n	g	e	c	x	r	u
m	u	l	d	k	s	f	a	d
n	b	a	d	g	e	u	n	g
c	a	r	t	r	i	d	g	e
p	t	g	d	u	r	g	e	m
a	s	e	d	g	e	e	n	g

Words ending
with **dge**

Words ending
with **nge**

Words ending
with **rge**



Name _____

A. Complete each sentence with a word from the box.

forgetting simmered assembled devoured menu fetch

1. The stew _____ on the stove for two hours.
2. My dog can _____ the newspaper.
3. Ken _____ the food before anyone else could eat.
4. The waitress gave us a _____ to look at.
5. Billy kept _____ his jacket at school.
6. Shin _____ the chairs in three rows.

B. Use the words from the box to make up sentences like the ones above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Name _____

As you read *Mice and Beans*, fill in the Reality and Fantasy Chart.

REALITY	FANTASY
What Could Happen?	What Could Not Happen?

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How does the information you wrote in this Reality and Fantasy Chart help you to better understand *Mice and Beans*?





At Home: Have your child use the chart to retell the story.

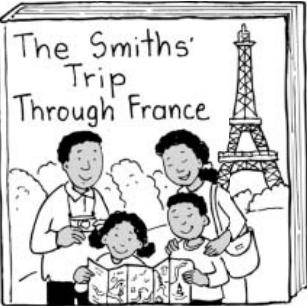
Name _____

Read the book titles and look at the illustrations. Write *fantasy* or *reality* to tell what kind of book it is. Then write a sentence that explains how you know.

1.  _____

2.  _____

3.  _____

4.  _____



Name _____

As I read, I will pay attention to the pronunciation of foreign words.

12 “Can you bring me the ang pow packets, Ling?” her mom asked.
 24 Ling picked them up. She loved getting her ang pow on New
 36 Year’s Day. The packets bulged with a gift of money in them.
 48 Ling looked at her bright red piggy bank. She dusted it off,
 60 and thought about the money she would be adding to it. The
 69 pig smiled. He enjoyed this time of year, too!
 79 Her aunt and uncle arrived with her two cousins, Betty
 90 and Bobby. Everyone was dressed in his or her best clothes.
 100 The children were given their ang pow packets. Then they
 106 snacked from the Tray of Togetherness.
 118 “Ling did all this while I was getting ready,” said her mom,
 122 giving her a hug.
 134 “Lucky for us, Ling has been a big help,” said Ling’s dad.
 145 Everyone was happy to go to the New Year’s Day parade.

Comprehension Check

1. Where are Ling and her family about to go? **Character and Setting**
2. How do you know that Ling will get money this New Year? **Make and Confirm Predictions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Write the definition for each verb. Then add the word ending *-ed*, *-ing*, or *-s* to each verb and use it in a sentence. Write the sentence on the lines.

1. gather _____

gather + s _____

2. invent: _____

invent + ed _____

3. combine _____

combine + ing _____

4. imagine _____

imagine + s _____



Name _____

A. Think of at least one word that has the same ending as each word below. Write the word on the line.

1. large _____

2. range _____

3. judge _____

4. cage _____

5. indulge _____

B. Write a silly poem using at least four words from above.



Name _____

A. Think about something simple that you know how to do. Write directions to tell how to do it. Be sure to give your directions a heading.

You can write directions for:

- solving a math problem.
- something else you like to do.

B. Have a classmate read your directions and try to complete the steps. Change your directions if you have to.



Name _____

A. Add a letter or letters at the beginning or the end of the letter groups below to create as many words as you can.

ar

1. _____

air

2. _____

are

3. _____

B. Choose one word that you wrote from each group. Use each word in a sentence. Write the sentences on the lines.

4. _____

5. _____

6. _____



Name _____

**Write a paragraph to tell the story shown in the pictures.
Use all the words from the box.**

occasions

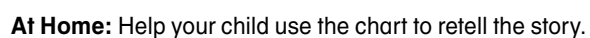


Comprehension: Conclusion Chart

```
graph TD; Fact1[Fact] --> Conclusion[Conclusion]; Fact2[Fact] --> Conclusion;
```

The diagram illustrates a logical process. At the top, there are two identical rectangular boxes, each labeled "Fact" in a bold, black, sans-serif font. Below these two boxes, two arrows originate from the bottom center of each box and point downwards towards a single, larger rectangular box at the bottom. This bottom box is labeled "Conclusion" in a bold, black, sans-serif font. The entire diagram is set against a plain white background.

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Name _____

Read the story. Then answer the questions.

Oscar buzzed as he flew from flower to flower. He looked for his best friend, Jon. Just then, Jon barked and wagged his tail. Oscar flew over to him. The two raced across a field when they heard thunder. The sky grew dark. Oscar and Jon ducked into a cave. Two hours later, the sky had cleared. Oscar and Jon came out of the cave and saw beautiful colors arched across the sky.

1. What kind of animal is Oscar? _____

How do you know? _____

2. What kind of animal is Jon? _____

How do you know? _____

3. What kind of weather caused Oscar and Jon to go to the cave?

_____ How do you know? _____

4. What did Oscar and Jon see in the sky when they came out of the cave? _____ How do you know? _____



Name _____

As I read, I will pay attention and copy tone and expression.

9 A shutterbug is someone who takes photographs. Taking a
22 photo is not hard. Usually you just have to point the camera and
push a button.

25 Photos keep **memories** alive. They help us remember
33 **occasions**, such as birthdays and weddings. Photos also help tell
43 us about the past. Old photos tell us what people wore, what they
56 did, and how they lived.

61 Some people have jobs as shutterbugs. They take amazing
70 photos with special cameras, and people pay them for their work.

81 Some photographers work for newspapers. Their photos
89 show events that have happened around the world. Other
97 photographers take photos for magazines. Their photos may
105 advertise products or add information to an article.

113 Photographers may work indoors or outdoors. Some even work
122 underwater or in the air. A lot of photographers have their own
134 style of taking photos. These photographers may become famous
143 because their photos show us new things. 150

Comprehension Check

1. What is a “shutterbug”? **Main Idea and Details**

2. Why is it important to take pictures? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Read the root meanings and definitions in the box.
Then answer the questions.

<u>Root</u>	<u>Definition</u>	<u>Word</u>	<u>Definition</u>
graph	write	autograph	sign your name
cycl	circle or ring	bicycle	something with two wheels that you ride
act	do	actor	someone who is in a play

1. How does the root **act** help you know the meaning of **actor**?

2. How does the root **cycl** help you know the meaning of **bicycle**?

3. How does the root **graph** help you know what **autograph** means?

4. Which word from the box tells something writers do in
bookstores when people buy their books? _____



Name _____

Write a silly sentence that includes all the words in each row.

1. far jar star

2. care share spare

3. air pair stairs

4. card yard hard

5. rare stare square

6. bark mark dark



Name _____

A. Answer each riddle with a word that has onomatopoeia.

1. Balloons make this sound when they burst. What is it?

2. Lions, bears, and tigers make this sound. What is it?

3. Car horns and geese make this sound. What is it?

4. Snow can make this sound as you walk on it. What is it?

5. Rain makes this sound as it hits the ground. What is it?

B. Use at least two of the words you wrote to write a poem. The poem does not have to rhyme.



Name _____

Choose the words from the box that belong in each column below. Write the words on the lines.

peer
term
clerk

fern
gear
year

fear
jeer
clear

sincere
steer
where

1. **-ear** as in *near*

2. **-eer** as in *deer*

3. **-er** as in *verb*

4. **-ere** as in *here*



Name _____

Write a story about art or an artist. Use all the words from the box.

talent treasures impossible pleasant watch



Name _____

As you read *Music of the Stone Age*, fill in the Make Judgments Chart.

What I Know	What I Read
<p style="text-align: center;">Judgment</p>	

How does the information you wrote in this Make Judgments Chart help you to better understand *Music of the Stone Age*?



Name _____

Read the story. Then answer the questions.

The class was on a field trip to a big, crowded art museum. Polly and Abe stopped to see some wooden masks from Africa. When they looked up, lots of people were there, but their class was gone. Polly and Abe were lost!

They agreed to stick together. But Abe wanted to go looking all around the museum for their teacher. Polly wanted to talk to a guard and then stay in front of the masks, where they last saw their class. While Abe and Polly were trying to agree on a plan, their teacher appeared. She looked as glad to see them as they were to see her!

1. Could Polly and Abe have done anything to keep from getting lost? If so, what?

2. After they got lost, what did Polly and Abe do right? Explain.

3. Who came up with a better plan for solving the problem of being lost, Abe or Polly? Explain your answer.



Name _____

Use a word from the box to complete each sentence.
Use each word twice.

glasses

check

break

iron

sticks

1. Peanut butter _____ to the roof of David's mouth.
2. Will you _____ to make sure the light is off?
3. This gate is made of _____.
4. I wash the plates and _____ after dinner.
5. If you're tired, you can take a _____.
6. The teacher put a _____ next to George's name.
7. Danya built a little house out of _____.
8. Viv wears _____ when she reads.
9. Dad has to _____ a shirt for work.
10. I will _____ my pretzel in half and share it with you.



Name _____

Read the dictionary entry and the encyclopedia entry.
Then answer the questions.

Dictionary Entry:	Encyclopedia Entry:
klez•mer (klez'-mār) <i>noun</i> joyful, fast-paced folk music that started in Eastern Europe. We danced to a klezmer band at Aunt Sarah's wedding.	Klezmer is a lively form of Jewish dance music. It comes from Eastern Europe. Most klezmer bands have a singer, violins, flutes, bass, drums, and cymbals. Klezmer means instruments of song in Hebrew.

- If you read the word *klezmer* in a story and wanted to know what it meant, how could you find the meaning most quickly?

- Which source gives more detailed information about klezmer music? _____
- How could you best find out whether the word *klezmer* is a verb or a noun? _____
- If you didn't know what cymbals were, how would you find out?

- How would you find the correct page for the word *klezmer* in a set of encyclopedias?



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words.

Puppet shows are a tradition in many parts of the world.
 11 Some countries have theaters that perform only puppet shows.
 20 Puppet shows can be used to teach history and other
 30 lessons. People teach with puppets all over the world.
 39 Banraku (BUHN-rah-koo) puppets have been used to tell
 47 stories and teach Japanese history for more than 300 years.
 56 Three puppeteers are needed to move some Banraku puppets.
 65 One controls the head and right arm. Another puppeteer
 74 moves the left arm. The third puppeteer moves the feet. Some
 85 puppets even have eyes that move. **Watching** Banraku
 93 puppets is almost like watching a real person move.
 102 Banraku shows first began in Osaka, Japan. The stories
 111 performed by the puppets often show everyday life in Japan.
 121 The characters may be rich or poor. The settings are villages,
 132 cities, or castles. Banraku is as popular now as it was more
 144 than 300 years ago. It is one of Japan's greatest **treasures**. 154

Comprehension Check

1. What can puppet shows be used for? **Main Ideas and Details**
2. Where and when did Banraku shows first begin? **Main Ideas and Details**

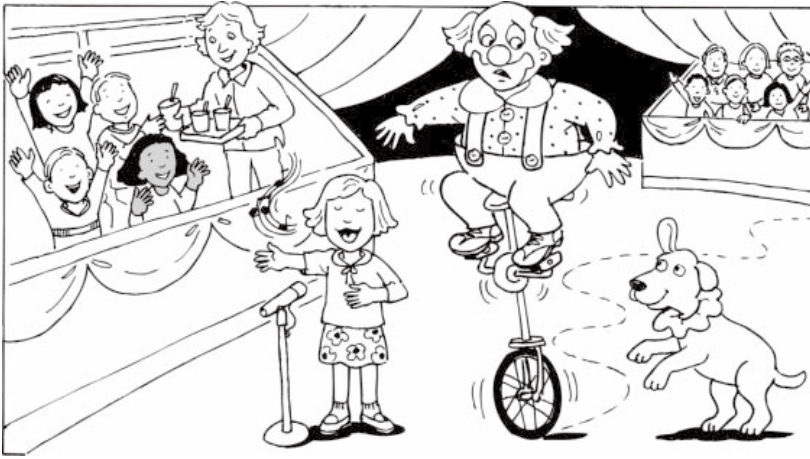
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Write six sentences about the picture. Use at least one word from the box in each sentence.

fears	steers	her	here	there
hearing	ear	serves	cheering	where



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Name _____

A. Circle the words that have the same vowel sound in each row.

- | | | | |
|-----------|-------|-------|-------|
| 1. cord | cone | snore | work |
| 2. our | roar | for | torch |
| 3. frost | sport | boar | coat |
| 4. store | star | core | stare |
| 5. tore | born | roast | fork |
| 6. strong | form | horn | hurt |
| 7. soar | sour | cork | verb |
| 8. wore | score | turn | drop |

B. Write four sentences using words that you circled above.

9. _____

10. _____

11. _____

12. _____



Name _____

Choose a word from the box to match each clue.
Write the words to complete the puzzle.

powerful

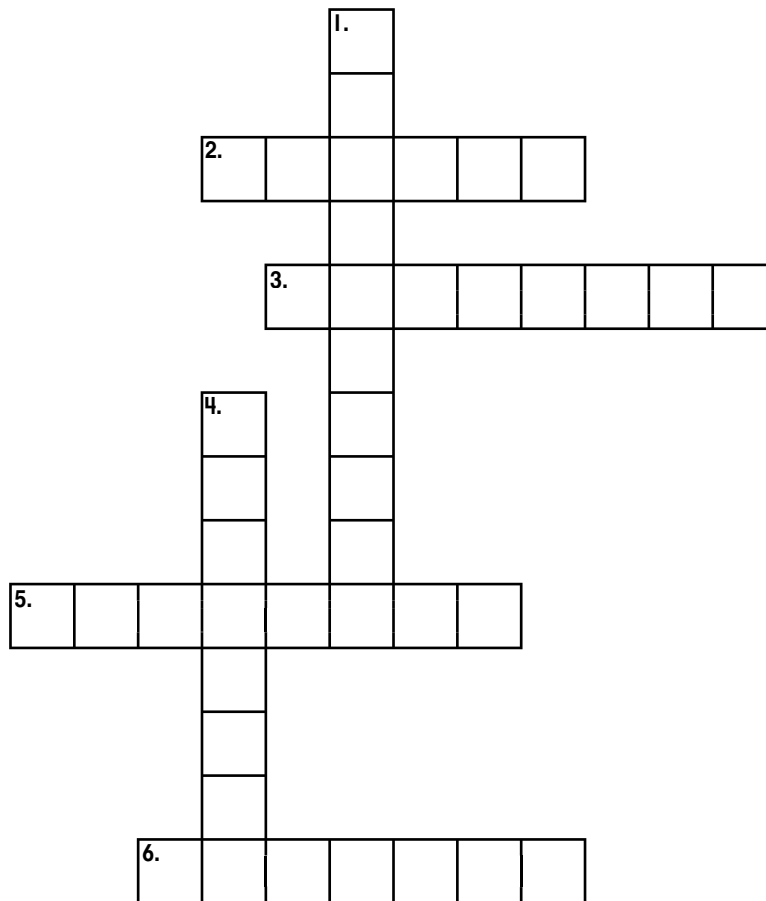
allowed

products

design

instrument

invented

**Across**

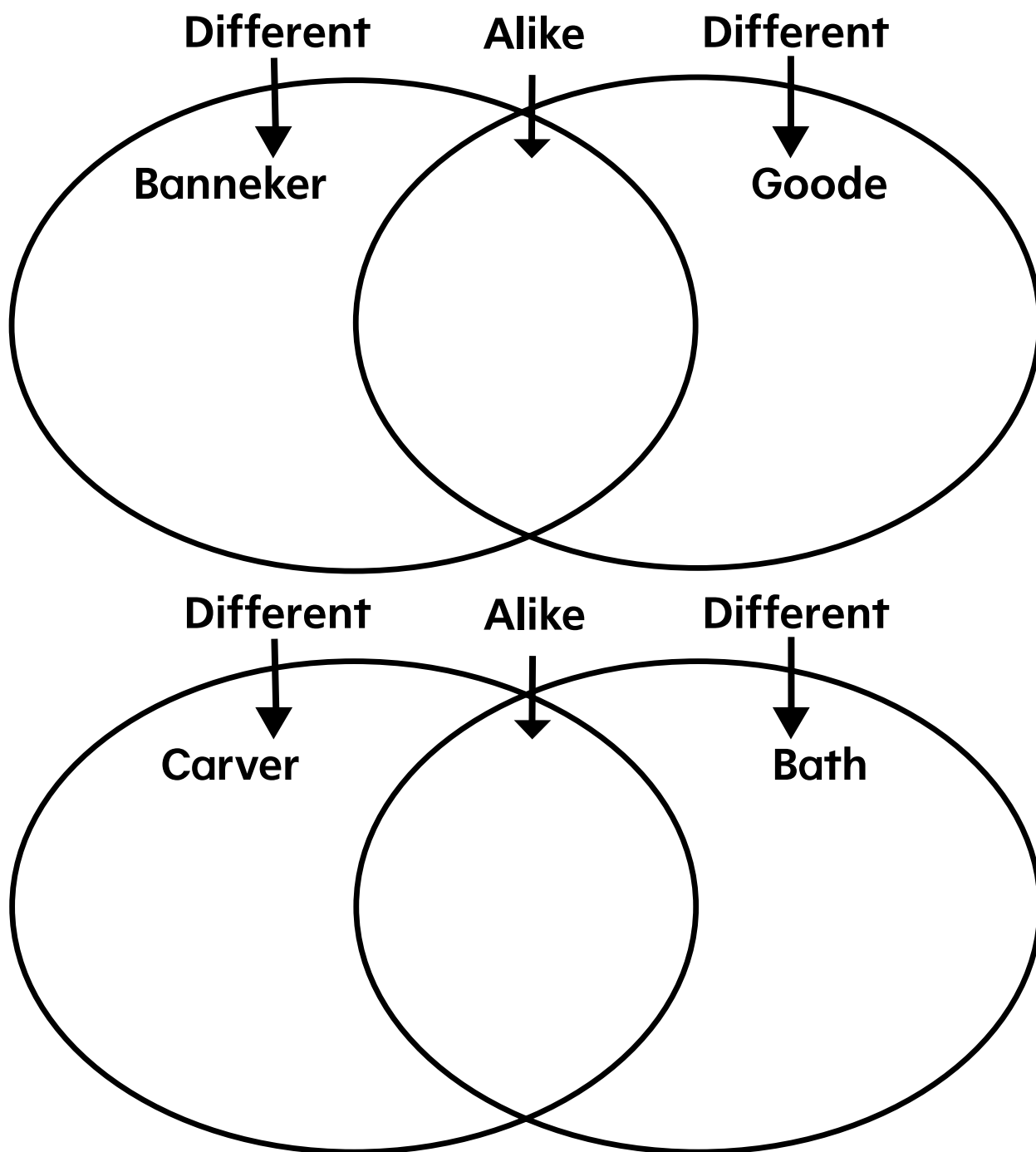
2. a plan for making something
 3. things made by people or machines
 5. created something new
 6. made something able to happen

Down

1. a tool made for a special purpose
 4. very strong

Name _____

As you read *African-American Inventors*, fill in the Compare and Contrast Chart.



How does the information you wrote in this Compare and Contrast Chart help you to better understand *African-American Inventors*?

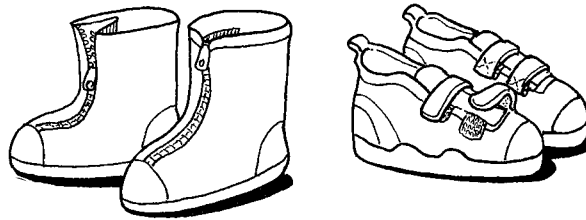


Name _____

Read the passage. Look at the pictures. Then answer the questions.

The zipper has changed since it was invented. Whitcomb L. Judson invented the “clasp locker” fastener in 1893. But Gideon Sundback improved Judon’s design and created what became the modern zipper. He designed the modern zipper to be like two sets of teeth that join together. In 1923, the Goodrich Company used this device on rubber boots and gave the fastener its name.

In 1948, George de Mestral invented Velcro. He got his idea after walking in the woods with his dog. His dog was covered with prickly burrs. He designed Velcro to be like the burrs, one side with stiff hooks and the other with soft loops.



1. Compare the zipper and Velcro. How are they alike?

2. Contrast the zipper and Velcro. How are they different?



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words.

9 People have always used tools to make counting numbers
 20 easier. Hundreds of years ago, you might have used an abacus
 in math class. This tool helped people calculate large numbers.

30 Computers began as simple calculating machines. In many
 38 ways, a computer is just a faster abacus.

46 The first computer was **invented** in 1623. German
 55 scientist Wilhelm Schickard created it. Other people have
 63 invented better calculating machines since then. But none of
 72 them looked like the computers we know today.

80 The first person to invent an electronic computer was German
 90 scientist Konrad Zuse. In 1941, he built the Z3. The Z3 could do
 102 calculations much faster than any other **instrument**. It was the
 112 first computer that could run a program. A program is a set of
 125 instructions that tells a computer what to do.

133 The best-known early computer was ENIAC. It was built in
 143 1946. It was a giant machine that calculated quickly. 151

Comprehension Check

1. How was the first computer different from computers today?

Compare and Contrast

2. Were there electronic computers before 1941? **Draw**

Conclusions

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Try to add *-ful* and *-less* to each word to make a new real word. Be careful. Not all words will be real words when you add the suffixes.

1. power

2. thought

3. help

4. wonder

B. Write a paragraph about something you would like to invent. Use at least two words you wrote above or two new words that have the suffix *-ful* or *-less*.



Name _____

**A. Write related words from the box to complete the story.
Then circle the words in the story with *or, oar, ore*.**

believe	believable	unbelievable	disbelief
allow	allowed	allowance	allowing

A reporter for the school magazine watched in amazement.
The score was even. The crowd roared in _____
at the ref's last call. The ref was _____ the other
team to take another timeout. "That's _____!"
Nora yelled.
"How many timeouts are _____ in this sport?"
the reporter asked Nora. Nora had to whisper the answer
because she'd screamed herself hoarse.

The reporter left the game. On the way out, he saw kids
spending their whole _____ on tee shirts and
hats. The reporter thought, "I need to learn more about this
game. I wonder who invented it. I'm going to find out."



Name _____

Make a time line of your life. Write your date of birth in the first box. Write this year's date in the last. In between, add the dates of other important events. You might want to add events like these: the birth of a younger brother or sister, moving to a new house, learning to ride a bike, taking your first plane ride, or hitting a home run.

I was born on _____

I am in the 2nd grade in _____



Name _____

A. Write as many words as you can that have the same vowel sound spelling as each word listed below.

1. ***ure*** as in ***lure***

2. ***ire*** as in ***tire***

3. ***ier*** as in ***direr***

B. Write a rhyming poem using at least four of the words you wrote.



Name _____

Use all the words in the box to write a letter to a friend about going to a soccer game. Use the picture below for ideas.

goalie figure vendors concern collection exclaimed



Dear _____,

Sincerely,

Name _____

As you read *Babu's Song*, fill in the Character and Setting Chart.

Characters	Setting

How does the information you wrote in this Character and Setting Chart help you to better understand *Babu's Song*?



Name _____

Think about a story. Think about who its characters might be, when and where the story would take place, and what might happen. Use these questions to help you to develop your story.

1. What is the name of the main character?

2. What is this character like?

3. What does this character like and dislike?

4. What problems does this character have in the story?

5. Where and when does your story take place? Describe this place.



Name _____

As I read, I will pay attention to the punctuation in each sentence and to the tempo.

11 Emily's newest **concern** was that each student had to join a
23 sports club. She and Kate wanted to join a walking group. Lists
33 were pinned to a board in the hallway at lunchtime.

45 A crowd of students stood in front of the lists. Emily slowly
57 moved closer to the board. She looked up at the collection of
68 lists. The lists were all placed so closely together. The crowd
78 pushed her. Emily scribbled her name and backed away. She
85 was glad that the job was done.

96 Two days later, Emily had an even bigger worry. She learned
111 that in her rush to sign a list, she had put her name on the
114 field hockey list!

124 "But Miss Sims! I don't know anything about field hockey!"
130 Emily **exclaimed** to her gym teacher.

140 "I'm sorry, Emily," Miss Sims said. "The walking group is
151 full anyway. This is a good chance to learn something new!"

Comprehension Check

1. What is the setting of this scene? **Character and Setting**

2. Did Emily mean to sign up for field hockey? **Make Judgments**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Write a word on each line to complete the story. Choose words that will create a story that starts out sad and ends up happy. Use the position and meaning of the other words to help you figure out words to write.

Once there was a _____. She was very
_____, but she didn't have a
_____. "What should I do?" she wondered. "I
must _____ a _____."

Suddenly she had an idea! She could _____ to
get the money for a _____. In fact, if she did
that, she might even have enough for _____!
She immediately set to _____ to get
the _____.

Success! It wasn't long before she _____ all the
_____ she needed.



Name _____

A. Circle the words from the box in the puzzle below.

acquire	cure	desire	fire	hire	lure	picture
pure	require	sculpture	spire	sure	wire	

r	w	p	x	h	j	s	u	r	e
e	i	i	u	m	a	c	t	s	v
q	r	c	b	r	t	u	m	o	d
u	e	t	u	d	e	l	f	g	e
i	x	u	o	r	k	p	m	r	g
r	q	r	p	v	e	t	i	b	s
e	s	e	e	h	l	u	r	e	p
h	i	r	e	u	q	r	o	j	i
c	i	k	m	c	n	e	p	s	r
f	j	d	a	d	e	s	i	r	e

B. Circle the word part that is the same in the set of related words. Then write a sentence that explains how you think the words are related in meaning.

1. dental

dentist

dentures



Name _____

Make a map of your bedroom. First create symbols for each label in the key. Then draw a map of your room to show where each item is located. Create new labels and symbols for items not listed in the key.

Key

bed =

door =

dresser =

closet =



Name _____

A. Write an answer to each question. Use the words in dark type in your responses.

1. What are two special **occasions** you enjoy?

2. What musical **instrument** would you like to play?

3. What sport would be **impossible** for you to play?

4. Do you have a **collection**? What do you collect or would like to collect?

5. What are two favorite family **memories**?

6. What foods do you look for on a restaurant **menu**?

Name _____

Use all the words in the box to complete the story.

concern tired pleasant fetch vendors products
familiar perfect devoured judges allowed pair

Our family couldn't wait for the fair on Saturday. At first we had some _____ about the weather. Luckily, it turned out to be a _____ spring day.

All the _____ arrived early. Each one was _____ to set up one table. Some _____ for sale were _____.

Others were new and unusual. At one table Dad found a _____ of _____ lamps for the den.

The fair had a contest to see whose pet could _____ the most tennis balls. The _____ laughed the whole time. Dad was so hungry, he _____ two hot dogs. We went home _____, but happy.